DOCUMENT RESUME

ED 123 608 CS 002 694

AUTHOR Curran, Faye, Comp.
TITLE Innovative Learning Alternatives in the Community College 1976.
PUB DATE 76
NOTE 145p.; Annual publication of the Special Interest Group for Two Year Colleges of the International Reading Association; A number of pages may not reproduce well due to poor type

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS *College Programs; *Community Colleges; Educational Innovation; Experimental Programs; Individualized Reading; Junior Colleges; *Program Descriptions; Reading Diagnosis; Reading Improvement; *Reading Instruction; Reading Materials; *Reading Programs; *Reading Research; Remedial Reading; Self Concept

ABSTRACT

This document is divided into three sections: descriptions of program models, samples of practical materials, and reports of research. Included are papers dealing with such topics as individualized reading diagnosis and instruction on the community college level, junior college reading programs for training teacher aides, an instructional team approach to reading and writing remediation, research on reading test scores and academic success in junior college, and self-concept as a predictor of reading achievement of community college students. The materials include a comprehensive syllabus for reading improvement and materials for inservice diffusion of reading into technical areas and for teaching vocabulary to the business student. (TS)

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INNOVATIVE LEARNING ALTERNATIVES IN THE COMMUNITY COLLEGE 1976

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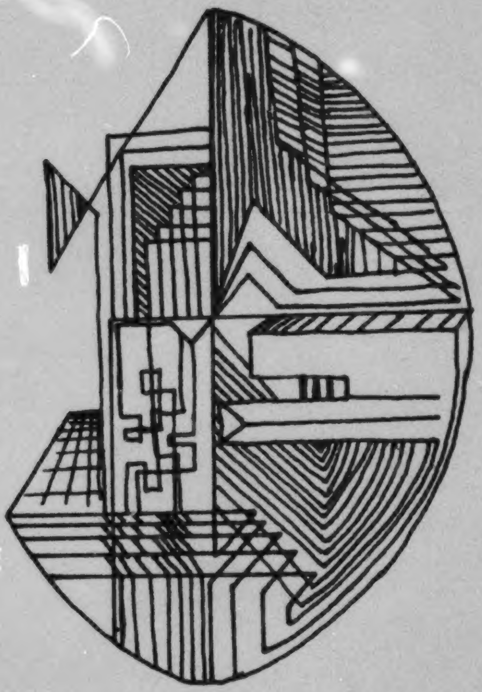

For Two Year Colleges

CS502 694

PREFACE

Innovative Learning Alternatives in the Community College is an annual publication of the Special Interest Group for Two Year Colleges of the International Reading Association.

The publication is in its third year and has been well-received. It is presented at its annual workshop at the International Reading Association Convention. As part of this workshop authors of articles present their ideas and lead the audience in discussion of these contributions.

Four categories of articles are sought for this publication. These are:

1. Description of program models
2. Application of successful techniques
3. Reports of research
4. Samples of practical materials for instruction, diagnosis, record keeping, publicity or public relations

In an undertaking such as this publication many hands work together to blend the ingredients. I am indebted to these helping hands:

The members of the *Innovative Learning Alternatives* editorial board who patiently read and commented on submitted articles,

Stan Klosek and Leatrice Emeruwa who provided the background information for beginning this year's publication,

The members of S.I. G. who graciously responded with fine articles,

Lorraine Beitler who helped set the standards for this publication, and

Dr. Eugene Bennett, Director of Miami University Middletown, who permitted the Special Interest Group to use our campus's facilities in the production of this text.

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PROGRAM MODEL

1

A System of Individualized Reading Diagnosis and Instruction On the Community College Level

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A SYSTEM OF INDIVIDUALIZED READING DIAGNOSIS AND INSTRUCTION ON THE COMMUNITY COLLEGE LEVEL

The Ohlone College Reading Center has developed an integrated system of diagnostic testing procedures, individualized prescription of skill building materials and the training of reading tutors which provides the remedial reading student with personalized instruction based on his specific skills needs. The key to this successful program is the creative and effective use of sixteen Reading Tutor Videotapes developed by the reading instructor with the cooperation of the college's Faculty Projects Committee, the Dean of Instruction and the Audio-Visual Department. This article describes the procedures which enable one reading instructor, a full-time instructional assistant and a cadre of student tutors to offer the service of person-to-person reading instruction to a community college student body of 5400.

IDENTIFYING REMEDIAL STUDENTS

The Ohlone College Reading Center conducts eight individualized reading and study skills courses in which students may enroll and receive one unit of credit for each course successfully completed. These eight courses are: Vocabulary Improvement, Skimming and Scanning (1/2 unit), Improvement of Learning Techniques, Rapid Reading, Reading Rate Improvement, Improvement of Word Attack Skills, Reading Comprehension Improvement and Spelling Improvement. Upon enrolling in a particular course, a survey test is administered to each student in small group sessions; the test results are used to prescribe the specific multilevel, self-pacing skill building materials to be used by each student. However, those students who score in the bottom percentiles of the survey tests are identified as the candidates for additional diagnostic testing and personalized instruction by tutors. Further candidates for diagnostic testing and tutoring assistance are determined by lab personnel observation of students enrolled in the one unit courses who were not identified through the initial survey testing, by personal referrals from other college instructors and counselors, by individual students who come to the Reading Center for special assistance on their own initiative, and by students who bring their friends to seek individual assistance. Once a student is identified as needing diagnostic testing and tutoring assistance, he is assigned a tutor to work with him a minimum of three hours weekly.

TRAINING THE TUTORS

Meanwhile, through the sequential use of the reading tutor videotapes, each tutor is carefully trained on how to assist his tutee most effectively, how to administer the assigned diagnostic reading tests and how to use the skill building materials prescribed for his tutee. (A complete list of the reading tutor videotapes and their contents is included at the end of this article.) First, each tutor, as he is selected to tutor in the Reading Center, views at his own convenience and within his own time schedule the videotapes entitled "General Orientation for the Reading Tutor" and "General Guidelines for Working with the Reading Tutee." These videotapes orient the tutor to the general procedures of the tutoring program, his responsibilities as a tutor and guidelines for effective communication and assistance to the tutee. The tutor may replay any section of the information he wishes to review, and the reading instructor is available for personal discussions and explanations.

ADMINISTERING THE DIAGNOSTIC TESTS

When he assigns a tutee to a particular tutor, the reading instructor decides from his initial interviews with the tutee the appropriate diagnostic tests that should be administered. Normally, as a first step, each tutee undergoes vision screening through the use of a telebinocular. Although the next particular diagnostic test varies for individuals, we have found from experience that most potential tutees are first administered the reading section of the Wide Range Achievement Test. If the tutee is to be administered the Wide Range Achievement Test, the reading tutor views the videotape entitled "How to Administer the Wide Range Achievement Test." After demonstrating his mastery of how to administer the test to the reading instructor or instructional assistant, the tutor audiotapes the tutee's oral reading of the test list. The instructor then listens to the audiotape at his convenience and analyzes the tutee's responses and results; the instructor also determines if the tutee needs further diagnostic testing or which skill building materials should be assigned. A complete battery of diagnostic tests would include the testing of phonics, visual memory, word recognition, perception, regressions, reversals, comprehension, vocabulary, organizational and study skills, and reading rate.

If the reading instructor believes that further testing is needed, he indicates to the tutor which of the fourteen available standardized and informal tests should be administered. (These tests are included with the list of videotapes which is given at the end of this article.) The tutor then views the videotape containing the demonstration on how to administer the assigned test, practices administering the test, demonstrates his ability to administer the test and finally administers it to the tutee. Individual oral diagnostic tests such as the Gilmore Oral Reading Test are reserved for exclusive administration by the reading instructor to students for whom it is appropriate. The reading instructor scores and analyzes each test administered by a reading tutor in order to determine the specific needs of individual tutees.

ASSIGNING SKILL BUILDING MATERIALS

Based on the diagnostic test results, appropriate skill building materials are assigned for the tutee to use with tutor assistance. The materials are divided into ten categories: Phonics, Visual Memory, Word Recognition, Perception (Visual and Auditory Discrimination), Regression, Reversals, Comprehension, Vocabulary, Organizational and Study Skills, and Reading Rate. A wide selection of materials is available for each skill area (e.g. thirty distinct items under "Comprehension") which permits flexibility in meeting individual needs. The tutor views the proper videotape under the heading "Explanations of Skill Building Materials Used in Reading Tutoring," and in this manner he masters the correct use of the assigned materials in order to work effectively with the tutee during the quarter and, in many cases, succeeding quarters. As appropriate, various printed forms, directions, record sheets, etc. are available for tutor/tutee use. While they continue to conduct the overall coordination of all the various activities and programs in the Reading Center, the reading instructor and instructional assistant are available for monitoring the tutoring activities and for handling special needs and difficulties as they arise.

VALUES OF THE SYSTEM

This system of videotapes has enabled a limited reading staff to effectively train a corps of reading tutors each quarter and has assured personalized assistance for students using the Reading Center. The training restrictions imposed by varying student schedules, the quarterly changeover of some tutors and the need to train new tutors as more tutees are identified during the quarter are minimized by the convenient and flexible use of the videotapes. The reading tutees can be fully diagnosed to locate specific reading problems and thus be assigned specific skill building materials. At the same time, the tutees receive personalized assistance through the availability of trained tutors. The reading instructor is free to concentrate on special students and supervise the total reading program. The videotaped demonstrations and explanations for each skill building text or program enable the Reading Center to provide a wide selection of items to meet a wide variety of reading and study skills needs. In summary, the Ohlone College Reading Center has developed an effective system whereby students who need intensive reading diagnosis, prescription of specific skill building materials and tutoring assistance may be assisted in an individualized and personalized manner.

List of Reading Tutor Videotapes Used in the Ohlone College Reading Center

The following list identifies the videotapes and their contents used in training the Ohlone College Reading Center tutors.

1. General Orientation for the Reading Tutor

   A. Sequence of Activities for Reading Tutors
   B. General Comments on Responsibilities, Testing, Prescribed Materials and Availability of Printed and Videotaped Materials
   C. Demonstration on How to Use Audiocassette Recorder (Bell and Howell Model 3040)

2. How to Administer the Wide Range Achievement Test

   A. Explanation and Demonstration on How to Administer the Wide Range Achievement Test
   B. Demonstration on How to Use Audiocassette Recorder (Bell and Howell Model 3040)

3. How to Administer Each Diagnostic Reading Test:Section 1

   A. Niles Battery: Comprehension: Main Ideas
   B. Niles Battery: Comprehension: Written Recall
   C. California Reading Test: Advanced: Form W

4. How to Administer Each Diagnostic Reading Test: Section 2

   A. Stanford Diagnostic: Level II: Form W
   B. Informal Listening Comprehension
   C. Informal Oral/Silent Reading

5. How to Administer Each Diagnostic Reading Test: Section 3

   A. Visual Memory
   B. Niles Word Recognition
   C. California Phonics Survey: Form 1
   D. Noall Phonetic Spelling

6. How to Administer Each Diagnostic Reading Test: Section 4

   A. Dolch List
   B. Morrison-McCall Spelling: List 8
   C. Adult Basic Learning Exam (ABLE)
   D. Brown-Carlsen Listening Comprehension

7. Explanations of Skill Building Materials Used in Reading Tutoring: Section 1: Phonics

   A. Decoding for Reading
   B. Programmed Phonics
   C. Magnetic Patterns
   D. Sullivan Reading Program
   E. Supplementary Phonics Materials (contains all the other phonics and syllabication materials)

8. Explanations of Skill Building Materials: Section 2: Part 1: Visual Memory and Word Recognition

   A. Visual Memory
   B. Word Recognition

9. Explanations of Skill Building Materials: Section 2: Part 2: Perception, Regression, Reversals

   A. Perception
   B. Anti-Regression
   C. Reversals

10. Explanations of Skill Building Materials: Section 3: Part 1: Comprehension: Reader's Digest-Speed of Interpretation-Sentence Comprehension

    A. Reader's Digest
    B. Speed of Interpretation
    C. Sentence Comprehension

11. Explanations of Skill Building Materials: Section 3: Part 2: Comprehension: Paragraph Comprehension-Critical Reading-Outlining-RFU-Voices-TLR

    A. Paragraph Comprehension
    B. Critical Reading
    C. Outlining Lessons
    D. Reading for Understanding
    E. Voices
    F. Selections
    G. Test Lessons in Reading

12. Explanations of Skill Building Materials: Section 3: Part 3: Comprehension: Analogies-Visual-Language Experience-Book Reports-Request-Vocational

    A. Word Analogies
    B. Visualizing
    C. Language Experience Application
    D. Making Book Reports
    E. Request Procedure
    F. Vocational Materials

13. Explanations of Skill Building Materials: Section 4: Vocabulary

  A. Wordcraft I
  B. Use of Dictionary
  C. Context Clues
  D. EDL Word Clues
  E. Some Techniques for Vocabulary Development
  F. Reading Center Vocabulary Cards
  G. Special Vocabulary Lists

14. Explanations of Skill Building Materials: Section 5: Organizational and Study Skills

  A. Durrell's Outlining
  B. Outlining (Joffe)
  C. Cut-Up Outlines
  D. Videotapes

15. Explanations of Skill Building Materials: Section 6: Reading Rate

  A. Controlled Reader
  B. Craig Reader
  C. Timed Reading
  D. Videotape "Improve Rate"
  E. Phrase Reading

16. General Guidelines for Working with the Reading Tutee

  A. General Guidelines
  B. Importance of Various Reading Skills
  C. Availability of Printed Materials

PROGRAM MODEL

2

Description of Program Model, JUNIOR COLLEGE READING PROGRAM TO TRAIN TEACHER AIDES

Dr. Marcia Epner
San Antonio College

Description of Program Model, JUNIOR COLLEGE READING PROGRAM TO TRAIN TEACHER AIDES

San Antonio College, San Antonio, Texas
Marcia Epner, Ph.D., Associate Professor

At San Antonio College, a junior college in San Antonio, Texas, an exciting new reading program is becoming more popular with our students each semester. This two semester sequence in reading fundamentals, diagnosis and remediation is designed to train teacher aides to assist professionals in teaching children to read. The first course is entitled Fundamentals of Teaching Reading (301N) and the second Practicum in Diagnosis and Remediation of Reading Problems (302N). In September, 1976, both courses will be cross referenced in our catalogue under Reading and Education. The objectives of this program are threefold: (1) to improve the reading abilities of the junior college student; (2) to prepare the junior college student to enter the educational job market as a trained paraprofessional and (3) to provide specific inservice training in teaching reading to untrained paraprofessionals employed by local school districts.

Objectives emanated from research in two areas of teacher aide training: (1) programs available in junior colleges and (2) those programs which offer specific training in reading. The research revealed that the year 1967 was a critical turning point in the history of the teacher aide movement in the United States. Whereas prior to that time the teacher aide movement was unorganized and unsystematic, during 1967 efforts were directed toward the organized and systematic utilization of this pool of paraprofessionals. Aides of various kinds were used to carry out a number of different kinds of tasks in a variety of educational and non-educational settings. Most training of the aides was left to the teachers to whom the aides were assigned. (Schmidt, 1971 and Lichtman, 1971). Suggestions were made that aides might be better trained by institutions of higher learning, preferably by junior colleges. (Thurman, 1969 and Merchant, 1972). The literature further suggested that aides might be trained to assist teachers in the teaching of reading. (Pope, 1970 and Rauch, 1970).

Another concern related to the low level of the communication skills of the aides themselves. (Bowman & Klopf, 1969 and Shanker, 1973). Some research findings suggested that effective learning could take place if a learner taught what he was learning. The reasons given for this were that in order to teach, one must structure, organize, and overlearn the material, thereby learning more about it. Evaluation of specific tutoring programs showed that positive gains accrued to the one who did the teaching as well as to the one who was taught. (Gartner & Kohler, 1971 and Dreyer, 1973). This suggested the possibility to this author that training teacher aides to teach reading to children might help increase the reading skills of the aides themselves.

The literature also revealed that while there were many evaluations of teacher aide effectiveness, there was a dearth of objective evaluations of teacher aide effectiveness as reflected through student achievement. No study was found that quantitatively assessed the relationship between aides' successful completion of a specific program of study and the reading achievement of students.

This reading program at San Antonio College has been specifically designed to fit naturally into two semesters of work (sixteen weeks each) and to meet the needs of the junior college student. The following areas are included in the sequence.

1. NATURE OF THE READING PROCESS

Language, a generic term, meaning communication

Ways of communicating or using the art of language

Reading, one of the language arts

Definitions of reading

Reading, a rudimentary skill

Basic to all education

Abilities and skills in specific disciplines

Basic processes

Analysis

Synthesis

Phonetic respelling

2. FUNDAMENTALS OF READING

The process of reading

Word recognition skills

Comprehension skills

Using the process of reading

Study skills

Fluency

3. WHY PUPILS FAIL IN READING

Internal factors

Physical

Intellectual

Emotional

External factors

Home

School

4. CLASSROOM GROUPING FOR READING

5. DIAGNOSIS

Standardized testing

Advantages and disadvantages

Specific tests

Informal techniques

Informal Word Recognition Inventory

Informal Reading Inventory

Criterion referenced tests

Readiness factors

Auditory

Visual

Physical

6. REMEDIATION

Teaching word recognition skills

Phonic

Structural

Teaching comprehension skills

Literal

Inferential

Evaluative

7. DALE-CHALL READABILITY FORMULA

8. APPROACHES TO THE TEACHING OF READING

Enrollment has been gradual but positive; attrition low. In Fall, 1973, as a result of an advertisement in a local newspaper, twenty students enrolled in the Fundamentals course. Twelve successfully completed the second semester and were immediately hired by three local school districts. In Fall, 1974, a fourth local school district requested this inservice training on its campus for sixty-three of its aides. At San Antonio College thirty students registered for the reading program. In Fall, 1975, this same school district requested identical training for an additional sixty-four aides. At San

Antonio College, one hundred nineteen students registered for the program. By mid-semester (October 15, 1975), not one student had dropped either course.

Outlook is optimistic regarding future expansion of our innovative program. In May, 1975, a nonrandomized pretest-posttest control group design was utilized to evaluate program effectiveness. Results indicated that differences between the performance of the control and experimental groups were statistically significant. After two semesters of training, the teacher aides made statistically significant gains in acquired proficiencies associated with the teaching of reading and in their own reading ability. The students assisted by trained aides made statistically significant gains in language and reading ability. In Spring, 1976, approximately two hundred San Antonio College students registered for this reading sequence. In addition, a local school district registered ninety of its aides for 301N and 302N. This same school district, under the aegis of a San Antonio senior institution, registered thirty-five administrators for an adapted version of the same sequence of courses. This new dimension may serve as a liaison between the junior college, senior college and local boards of education in San Antonio. We at San Antonio College anticipate continual growth in a vital area of community involvement.

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PROGRAM MODEL

3

A SURVIVAL PROGRAM FOR COLLEGE STUDENTS

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A SURVIVAL PROGRAM FOR COLLEGE STUDENTS

ABSTRACT

Describes the assessment and instructional strategies employed in a correlated multidisciplinary program designed to improve those communication and study skills requisite for college success.

INTRODUCTION

The problem faced by every college instructor in a one or two semester basic skills program is the design and implementation of instructional and assessment strategies to improve the reading, writing, and study skills of students. The conceptual framework from which the instructor proceeds will often determine the scope, goals, materials, and methods of the program. The instructor, for instance, who views reading and writing as a set of finite skills will often assign pages in a handbook or workbook in order for the student to correct assessed weaknesses. It would not be uncommon to find students working on main ideas one day and inferences the next day in such programs.

Although the skills approach has much to recommend it, too often the diversity of reading and writing tasks required across the varied disciplines studied in college are disregarded. The assumption often appears to be that once particular skills are mastered they are readily transferred to the content areas. However, psychologists such as Morgan and King (1971) state that the degree to which transfer of learning occurs is dependent upon the similarity of the new task to the learned task. An example drawn from sports may provide the clearest example. A football player would probably learn to play rugby with greater ease than tennis simply because rugby is very similar to football, requiring many of the same tasks.

The purpose of the basic skills program developed at Suffolk County Community College was to improve the reading, writing, and study skills of students by making their assignments as similar as possible to the types of assignments they would be required to do in the content areas. It was hoped that this approach would ease the problem of transfer.

To accomplish the purpose, a one semester multidisciplinary program was developed, consisting of an introductory course in humanities, science, mathematics, social science, and communication skills. There was no doubt that the communication skills course was the core of the program, for it had the prime responsibility for developing the reading, writing, and study skills of students. The remainder of the paper will describe the assessment procedures and instructional strategies undertaken by the communication skills instructor.

ASSESSMENT PROCEDURES

The assessment procedures adopted were designed to determine the ability of the students to 1) extract information from continuous discourse and 2) respond to variegated questions. The interrelationship of both processes is well illustrated in the example drawn from Smith (1975):

> ...A student confronted with the task of writing an examination on an historical novel must first

> read the novel. In reading, he may suffer from a shortage of topic-relevant nonvisual information, and overload his memory as he tries to second-guess the exam questions he knows he will be asked. Having tried to comprehend a difficult book under conditions that make comprehension almost impossible, he must then try to read and interpret a set of questions while in a state of high anxiety, perhaps unsure even of the meaning of examination jargon... he must not only conceptualize and communicate, he must conform. Grammar, style, spelling, punctuation, layout and neatness must all be attended to ...(p. 193).

Copies of prior departmental examinations were obtained by the content area instructors working in the program. From an analysis of the exams, it was clear that the writing tasks required of the students fell into the following broad categories: 1) explaining basic or fundamental ideas; 2) defining key terms and concepts; 3) comparing and contrasting concepts, opinions, individuals, and events; 4) interpreting facts, concepts, and generalizations; 5) evaluating statements, concepts, and generalizations.

An essay examination was prepared by the social science and communication skills instructors to assess the ability of the students to respond to questions similar to those asked in the social sciences. The examination was based upon a reading assignment which dealt with the characteristics of cities. The students were given four days to prepare for the examination. Below are the specific questions asked:

1. List and discuss five characteristics of modern cities.
2. Define each of the following terms: suburbs, urbanization, hamlet, and horizontal mobility.
3. Compare and contrast the following ecological theories: concentric zones, sector, and multiple nuclei.

4. Evaluate the following statement: "Ghettoes as we know them today, differ from other neighborhoods in that their inhabitants feel no pride in their homes, their block, or their streets" (Apsler, 1971, p. 292).

5. Interpret: "Urban planners are searching for practical ways to combine urban values that relentlessly impress themselves upon us with the rural values that are in retreat" (Apsler, 1971, p. 292).

The following problem areas were noted both as the students were taking the examination and after assessing their written responses.

1. Many appeared not to understand the questions or at least the key verbs. "What do you mean by interpret? evaluate? contrast?" were questions asked during the examination.

2. A number of students appeared to have difficulty in both extracting the appropriate information from the sum of information they had acquired and in synthesizing the acquired information into the new network required by the question. It would not be enough in response to question one, for instance, to simply list everything one has learned about modern cities. Rather, one is required to draw from the bank of stored information those understandings relevant to the question and present it in an appropriate form. Although it might be argued that this feat of pulling and putting together learned information is an act of innate intelligence, the prior experiences of the instructional staff led them to believe that many of the students had never been required to do such language-thought juggling, and, hence, had never developed such abilities.

3. The chapter upon which the test was based was read as though it were a novel by too many students. No attempt was made to truly master the content; rather, many had simply followed the general flow of information contained in the textbook. As a result only a general idea of the major concepts was grasped.

4. Many students, even those who spent considerable time studying, made no attempt to anticipate the possible questions that could be asked. Consequently, each question came as a complete surprise.

5. Many of the responses lacked what Hunt (1965) has termed syntactic maturity in that the sentences were often overly redundant with few attempts to fuse ideas through coordination, embedding, and nominalization. Thus, the written responses were often more similar to those one would expect from a junior high school student.

6. Many of the students appeared hesitant in expressing their own opinions. For example, the quote in question four asserts that ghetto residents have no pride in their homes, block, or streets. Although many students disagreed with the statement, they felt constrained not to express their personal opinions because they assumed the teacher expected agreement with the author.

Based upon the assessment three broad areas were established: 1) developing study skills; 2) increasing reading and writing skills; and 3) improving academic self-confidence.

INSTRUCTIONAL STRATEGIES

The course was conducted as a workshop. The first portion of each class session was a review of the reading assignment. Not only were the chapter notes of the students compared and evaluated, but lively discussion of the content was encouraged. These discussions were most important, for they allowed the airing of critical issues and encouraged critical analysis. The importance of dialog has been well stated by Friere (1972) "...without dialogue there is no communication, and without communication there can be no true education" (p. 81).

After the discussion, the class was divided into four groups with each group receiving a different set of questions. Each member of the group wrote a response to the questions. The responses were compared and discussed by the group members. The final task of the group was to combine elements from the different responses so that 'best' answers were derived.

The group answers were discussed and evaluated by the entire class. A previously prepared 'model' answer was then compared to the group's answer. As the class gained self-confidence, they often noted that their responses were, indeed, superior to the supposedly model answer.

Several class sessions were concerned with specific study skills and writing strategies. Robinson's SQ3R (1961) for social science and Andresen's Profundity Scale (1970) for literature proved valuable as constructs in guiding the extraction of important concepts. Sentence combining techniques, similar to those outlined by Mellon (1969), were constructed by the instructor and found useful in increasing the students' syntactic maturity.

The central question to be asked of any basic skills program is "Did it work?". Several indices suggest that the program was very successful. First, the retention rate was extremely high. Of the 100 students enrolled in the program, only 10 did not complete their first semester. Second, and perhaps most important, the students did very well academically. Their mean grade point average at the end of two years was 2.5 out of 4 as compared with a mean of 2.3 for the entire college. Moreover, of the five minority students awarded Ford Foundation Scholarships, three were former members of the basic skills program.

In summary, the program implemented at Suffolk County Community College was an attempt to improve the writing, reading, and study skills of students by making their assignmants similar to those demanded in the content areas. The course was conducted as a workshop with much discussion and clarification. On the basis of student retention and scholarship the program appeared to be very successful.

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PROGRAM MODEL

4

AN INSTRUCTIONAL TEAM APPROACH TO READING AND WRITING REMEDIATION

Dr. Elaine Cherney
Michigan State University

An Instructional Team Approach To Reading and Writing Remediation

by

Dr. Elaine E. Cherney

Reading Coordinator
The Learning Resources Center
Michigan State University

This article describes an instructional approach that has enabled two units at Michigan State University to blend the teaching of reading and writing skills into a one term course. This teaming technique would seem to be a viable approach for two year institutions of higher education to consider particularly as they develop approaches to cope with the large enrollments and the wide variety of students they attract.

The development of the instructional team approach grew out of the need to provide both reading and writing instruction for freshmen at Michigan State University whose orientation reading test scores indicated that they would not be able to successfully complete their university work unless their skill level was improved.

Writing instruction that is geared toward the improvement of basic skills is offered through the Department of American Thought and Language's Comprehensive English program at Michigan State University. The Comprehensive English track provides a sequence of courses for students who need help in developing their reading and writing skills. The course carries three academic credits and works toward the fulfillment of the general education graduation requirement.

All freshmen at Michigan State University take the MSU Reading Test. Those students whose test scores fall below a designated percentile take the first sequence of the Comprehensive English, ATL 101B. This course covers all aspects of written English and, additionally, includes a reading skills development component. The writing instruction is handled by the ATL 101B staff, and the reading instruction is taught by the staff of the Learning Resources Center.

The Learning Resources Center is an auto-tutorial learning center that functions as an arm of the Office of Instructional Services of the University College at Michigan State University.[1] The Center provides both self-paced instructional units in the development of reading and writing skills and tutor help. Additionally, the LRC staff write the instructional modules that are used by the students so that the materials reflect the reading and writing assignments of the university. The staff of the Center includes a director, reading coordinator, two instructors and a graduate assistant. Students work as peer tutors.

The team approach to the teaching of the reading and writing skills in the Learning Resources Center began in 1972. At that time the director of the Comprehensive English program with the director and the reading coordinator of the Center devised an instructional approach that would incorporate the writing instruction in ATL 101B with the reading programs in the LRC. The experimental year's pre and post test results based on the application of the Nelson-Denny Reading Test, Form A and B seemed to indicate that at least 80 per cent of the students who took the tests made enough gains in reading to justify the continuance of the program.

The logistics of the instructional team were not too complicated to work out. Each fall approximately four hundred students test into the

1. The University College is the academic home for all freshmen and sophomores at Michigan State regardless of the declared major.

ATL 101B program. The classes are limited to twenty students in about twenty sections. The ten week term is divided into three week slots. One-third of the sections work in the center the first three weeks, one-third the middle three weeks and the last group the final three weeks leaving finals week clear for evaluation conferences. The division of the classes is handled by the Director of the Comprehensive English program. The more experienced teachers are usually scheduled into the Center for the first three weeks giving the less experienced staff time to develop their programs.[1] Each student completes fifteen hours of work in the LRC. This includes the three regularly scheduled weekly class hours plus two additional "volunteer hours". At the regularly scheduled class time the students and their teacher meet in the Center with the reading staff. The LRC staff handles the reading instruction giving the assigned classroom instructor time to work with individual students. The ATL teacher continues to give outside writing assignments during the three weeks.

The flexibility of the individualized instruction given in the LRC permits the student to work at a comfortable rate in areas of specific needs. The programs for the students are based on their MSU Reading Test Scores, the Nelson-Denny Reading Test and the student's own assessment of need.

Each student has a folder in which the program for the three weeks is outlined. The student keeps a record of progress in the folder. Each folder is evaluated once a week, and the student is given feedback by a staff member in terms of what the student has done, the quality of the work and the time in-put. Analysis of time in-put shows that approximately 80 to 85 per cent

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1. It should be noted that the Comprehensive English staff is not hired on a permanent basis but on a term to term status dependent upon enrollment needs.

of the students complete the fifteen hours.

The team approach is now in its fourth year of use at Michigan State University. The model has successfully enabled the Comprehensive English department to offer a complete intensive program in reading and writing for the student with immature skills. This team approach would seem to be a viable model for those concerned with the teaching of reading and writing skills.

PROGRAM MODEL

5

KALEIDOSCOPE, An Educator's Dream Working

and

Triton College Gives Freshmen A Non-Classroom Alternative

Dr. Mary Leerstang
Oscar Rose Junior College

Kaleidoscope®™

an educator's dream working

MARY L. LEERSTANG, Chairperson
Kaleidoscope Department
Triton College

Want credit but don't want to just sit in a classroom?
Want a fun learning experience?
Want something more than lectures and tests?
Want involvement with people?
Want to be active in a community?

Sign up for kaleidoscope!

And incoming freshmen at Triton College in suburban River Grove are doing just that! Something exciting is happening at Triton. Students are ecstatic about school, instructors are becoming learners, and community members are supervisors in a university transfer program. These conditions are characteristic of a program, recently developed into a permanent department at Triton, called Kaleidoscope.

Background for the kaleidoscope experiment

The Kaleidoscope curriculum design was transferred from the drawing board to classroom reality in the fall of 1972, as an experimental approach to community college general education. It grew out of the realization that although comprehensive community colleges must accept a major responsibility for the general education of students who enter the "open door," educators have not initiated many alternatives to the traditional academic approach to learning. The lack of research findings validating the effectiveness of the academic approach led to the conclusion that experimentation with alternative approaches was long overdue.

Kaleidoscope curriculum design

Kaleidoscope was designed as a one-semester academic/experiential prototype based on the hypothesis that direct, social application of knowledge is an essential stage in the learning process. The academic/experiential way of learning encompassed the elements of guided discovery, direct social application of knowledge, and learner purpose and responsibility. Kaleidoscope was designed to facilitate both cognitive and affective growth by incorporating large-group presentations, small-group discussions, individual conferences, and independent community study. The Kaleidoscope package included academic/experiential learning, heterogeneous grouping, and an interdisciplinary approach to subject matter. The six instructors in the program were responsible for helping the students coordinate the academic learning with the field experiences, thus making theories applicable to real community life.

What type of community projects?

Each Kaleidoscope student spent one half of his credit load working on a community project of his interest, with the help of an academic adviser and a community supervisor.

The 20 participating community organizations included such diverse groups as the Oak Park/River Forest Chamber of Commerce, the Proviso Association for Retarded Children, the art department of *Playboy*, as well as other social and political organizations.

Major Kaleidoscope objectives included: 1) acquisition of community skills, 2) development of subject-matter concepts, 3) the interrelating of knowledge, 4) building of significant human relationships, 5) an awareness of self, and 6) an ability to evaluate and integrate learning into a satisfying life-style.

The research study

The Kaleidoscope research study involved 100 randomly selected freshmen students (50 transfer and 50 developmental) and six instructors representing general education disciplines. The 1972 Kaleidoscope staff included Mike Botterweck in political science, Jolene Carlson in speech, Bill Hinely in psychology, Barbara Nelson in rhetoric, Donna Rudy in orientation (also the Kaleidoscope counselor), and the author in humanities. Gopala Krishna served as research statistician.

The findings from the study revealed the Kaleidoscope approach to be equal to traditional academic procedure for both transfer and developmental students in areas of academic achievement, critical thinking, self-esteem, and autonomy; while they proved the Kaleidoscope program to be superior in the areas of open-mindedness and attitude toward elements in the learning situation: instructor, self, educational philosophy, classroom activities, peers, and a sense of community and subject-matter areas.

Kaleidoscope students displayed a positive attitude toward all elements in the learning situation, while control students complained of the irrelevancy of school activities to life, and of authoritarian instruction. All experimental subjects benefited from the Kaleidoscope program, particularly the community projects and the helping relationship exhibited by the instructors, who were, in actuality, co-learners. It appears that the pairing of the academic/experiential approach to learning with the instructor guidance provided in a helping relationship, formed the framework for an exciting, viable alternative to traditional academic methods, while simultaneously activating the community role in community college general education. One feature of Kaleidoscope, in addition to the academic experiential approach, is the theory that the most effective learning occurs when academic advisers, community supervisors, and students are co-learners.

Statistics show only a part of the Kaleidoscope success story; the people who 'made' the program—the students, the instructors, the administrators, and the community supervisors, all co-learners in the process—tell the rest.

Excerpts

From the University Transfer Dean:

". . .I am convinced that the Kaleidoscope students received a larger portion of personal enthusiasm for what they plan to do in future years. They have become involved in a real way and many of them have, for the first time, begun to understand that success in life is more related to personal concern and involvement than it is to facts and knowledge. I believe that these students have received more than their share of personal pride and personal satisfaction from the program. With the continued support of the faculty at Triton College, Kaleidoscope could very well be the vehicle which causes many of our dropouts to continue college. I very strongly recommend that Triton College continue Kaleidoscope."

From a community supervisor (architecture):

". . .let me congratulate you and your colleagues on a 'one step forward' in education. I think the whole concept is terrific! Learning by doing was and is the only way to positive education. In the past three decades we have somewhat lost the whole concept of what is the 'final product.' However, your Kaleidoscope program is a refreshing return to the guild system of Leonardo da Vinci and Michelangelo, the atelier of Frank Lloyd Wright and Louis Sullivan, and the Bau Haus of Peter Berins and Meis Vanderoe. You are on the right track; don't let talentless people derail you."

From an instructor (counselor):

". . .I feel that Kaleidoscope has been a good education for me. I have seen how the courses are interrelated and can easily be applied to personal and social problems. I have watched students pursuing their own interest in a real-life situation, and I saw how their class sessions helped them understand and deal with their own lives more effectively."

From a Kaleidoscope student:

". . .I remember a girl I graduated with. She was an 'A' student in high school and was involved in student-directed learning classes. She came to Triton and was enrolled in traditional classes. She quit school because it was all too routine. She felt she wasn't gaining any new knowledge or new experiences. She felt that she wasn't learning. I believe if she had been registered for Kaleidoscope, she would still be in school."

From a Kaleidoscope student:

". . .in my project I wasn't copying from a book, or falling asleep in a lecture. I was actually involved. I was accomplishing something, and the sense of accomplishment means a lot to me."

From a Kaleidoscope student:

". . .another student in Kaleidoscope worked with a slow-learner class of fifth-graders, and brought them out to the Little Red Schoolhouse, where I was doing my project with the naturalists there. It was just great for me to take the kids out on the trails, reading the signs and explaining about the animals and the displays. I loved watching their reactions and listening to their questions. I think it was just as exciting for them to learn about all of the new animals and plants along the trail. . just being in the woods without seeing cars and asphalt every second was a treat. I enjoyed showing them something different and unusual in their daily lives."

From a Kaleidoscope student:

". . .and I think it's rather cruel that after having had a glimpse, and after having gotten a taste of what the education process could be like, what it can be like, that it will be snatched away from us, and we are forced to once again

KALEIDOSCOPE is an ever-changing program which involves students in real situations in the community, relating classroom and social experiences in a meaningful and exciting way.

return to and become a part of the cold, dreary system."

From a Kaleidoscope student:

". . .I learned more from my project during an election year than I could in four years of political science courses. It was a real learning experience! Everything from political science books was applied to reality."

From an outsider (Triton student):

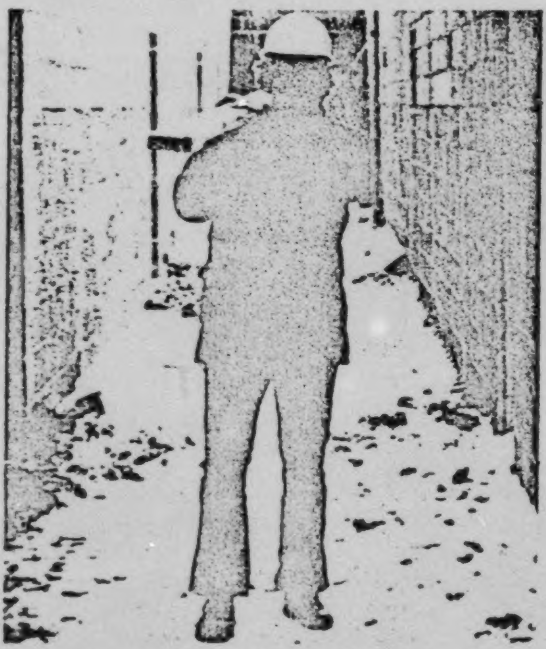
". . . not having been on the inside of Triton College's newest experiment, I feel able to report on a new program called Kaleidoscope from a different point of view—from the outside. I am currently in Mary Leerstang's Rhetoric 102 class, which is dominated by ex-Kaleidoscopers, and what I have seen makes me envious and sorry that I wasn't able to get into the program!

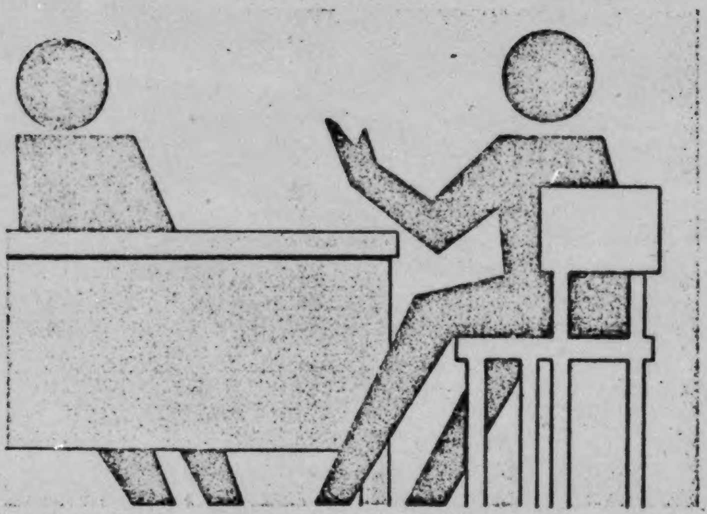
"My first impression was the complete rapport between student and teacher. The teacher wasn't 'up there' as if she were miles above the lowly students; but she was on the same level as the student. Not that there was disrespect; it was more like a mutual admiration for what each person could bring to the learning situation. Discussions were for the benefit of all concerned and it seemed as though the teacher was as eager to learn as the student."

As a result of its success, the charismatic Kaleidoscope was made into a permanent department at Triton College, offering 125 freshmen students an exciting alternative for a full year of transferable general education courses. The Kaleidoscope design, in its changing pattern and interrelated parts, encompasses all stages of the learning process. In its emphasis on direct social application of knowledge, Kaleidoscope actively involves the student and the community supervisor so that it comes as no surprise that the community is overwhelmingly receptive.

Kaleidoscope is new and revolutionary; it is radical school reform! Sure, the idea of applied knowledge has been around for years; but not in baccalaureate programs, as an alternative approach available for each incoming freshman, *and* offered for fully transferable academic credit. It has growing pains, naturally, and will be constantly improved as the program progresses. But as our dean noted, "With that kind of enthusiasm, how can it miss?" Kaleidoscope is educational dynamite. An educator's dream working.

—Triton College photos





Triton College gives freshmen a non-classroom alternative

Triton Community College in River Grove, Ill., has expanded its curriculum choices for freshmen by offering them an innovative service-learning option as an alternative to a general or remedial course load. Project Kaleidoscope, a two-semester program, offers 125 freshmen an opportunity to participate directly in community service as an integral part of their classroom learning experience.

— Photo by Ron Kanwischer

Kaleidoscope student Cindy Gross and instructor Jim McMahon take a call on the Northwest Youth Outreach hotline.

Students who enroll in Project Kaleidoscope serve for a minimum of eight hours a week in community agencies, homes for the retarded and elderly, community theater groups, and architectural firms engaged in low-income neighborhood rehabilitation.

The Students

Project Kaleidoscope was designed ~~by its chairman Dr.~~ Mary Leerstang to give freshmen faced with the prospect of spending two years in a classroom environment, the opportunity to participate in an alternative to traditional education. Open to all freshmen including those who might usually be placed in a remedial program, the project has no rigid entrance requirements, and is limited to 125 students on a first come-first served basis.

During the past three years, Project Kaleidoscope's reputation has grown throughout the Chicago community. By word of mouth and printed materials, high school students are made aware of the service-learning alternative and those interested in a non-classroom experience are asked to submit a registration form.

All student applicants are interviewed by Kaleidoscope's counselor, Donna Rudy, who places heavy emphasis on the student's motivation and maturity.

"If a student is motivated, if he indicates he can handle the service commitment," Dr. Leerstang explains, "we're not too concerned with his previous performance. All of Project Kaleidoscope's classroom work is strictly 100-level freshmen general education courses. Why should kids who have poor high school grades be forced to take remedial courses? Project Kaleidoscope offers them the opportunity to compete academically—and they do."

Most community college students who transfer from two-year to four-year institutions suffer a reduction in grade points. However, subsequent research indicated that those students who successfully completed Project Kaledioscope were later able to transfer to a four-year school without a drop in grade level.

Student Placement

Freshmen coming into the program begin the school year with a week of orientation. During that time, the six faculty members who administer the program introduce the students to general classroom studies and help them explore student interest areas. Faculty then divide students into small groups according to interest area, and a faculty member helps each student translate his interest into a community service placement.

"The student is solely responsible for identifying his interest area," Dr. Leerstang says. "Then it is the faculty member's guidance that helps match the student with the right community placement opportunity."

Since its inception in 1972, Project Kaleidoscope has placed students in more than 200 community or-

(Continued on next page)

ganizations in areas ranging from graphic art to care of the aged. Since meaningful field experience is essential to Kaleidoscope's curriculum, the faculty maintains contact with community agencies, canvassing the Chicago area for committed, interested organizations.

Group Discussion

Project Kaleidoscope staff members guide students during the semester by helping them assess the correlation between academic learning and field experience. Each faculty member, whether he is responsible for introduction to philosophy or political science, is involved in helping the student develop the interrelationship between classroom work and community service through a series of small group discussions.

By taking an interdisciplinary approach to learning, the Kaleidoscope faculty coordinates the student's education by relating learning to life, instilling an awareness of self, and developing the relevancy between classroom education and field experience. Students are encouraged to relate their assigned classwork to their community service, to brainstorm ideas generated by classroom assignments, and to evaluate their individual learning.

The Community Agency

From the time the student enters the agency in the second week of the semester until his commitment ends, the agency supervisor plays a key role in Project Kaleidoscope's evaluation of his performance.

As part of his service commitment, the student signs a service contract with the agency, establishing learning objectives, volunteer hours, and responsibilities. During his term of service, the agency supervisor is responsible for his training and evaluation, submitting periodic progress reports to Triton's Kaleidoscope faculty to be incorporated as part of the student's course grade.

Evaluation meetings are held between the student, agency supervisor, and Project Kaleidoscope faculty members to assess the student's service commitment. Evaluation by the faculty is based on the student's ability to assume responsibility, his learning objectives, and his personal growth during service. The student's input in the evaluation process includes short written or verbal reports to the faculty on the skills he has gained while participating in the community service project, his contributions to the agency, and his role as an integral part of the organization's work.

The number of students placed in an agency varies with need. Some agencies request as many students as express interest, while other may request only one as in the case of the Farm Club, a school for mentally retarded children in Hinsdale, Ill.

Project Kaleidoscope made a single placement in that agency by sending a student whose love for animals and children made her an ideal candidate for a volunteer counselor. During her term in the project she helped youngsters relate to their environment by teaching them rudimentary farming skills and how to care for animals.

Crisis Intervention

At Northwest Youth Outreach (NYO), a YMCA-sponsored crisis intervention center in Chicago, 12 students volunteer a good deal more than the required eight hours a week as phone counselors and members of an emergency medical team.

Screened by a professional staff of eight to make sure the students are mature enough to handle the responsibilities of telephone hotline counselors, volunteers are given an intensive six-week training course before being paired with a more experienced volunteer in a "buddy" counseling system. Once the training is completed, students volunteer for two six-hour nightly shifts on the hotline, handling calls that range from suicide prevention to drug identification, as well as giving referral information for other social services.

"Students involved on the hotline are an important part of the agency," said Jim McMahon, Kaleidoscope's philosophy instructor and a volunteer at NYO. "They realize their service is a valuable part of community involvement and they find their commitment a tremendously important part of their undergraduate educational experience."

All students are trained in Red Cross first aid procedures and are capable of giving emergency first aid instructions over the phone. As part of Northwest Youth Outreach's medical team, some students accompany co-director Dr. Dale Foster into the Chicago community on drug-related emergencies, administering first aid and making certain the individual gets to the hospital for treatment.

The Community College

Triton's Project Kaleidoscope has introduced to the community college curriculum an experiential approach to learning which is a viable alternative to traditional classroom education.

"It's time the community college acted as a *community* college," said Dr. Leerstang. "By giving students exposure through service-learning programs, the college is doing what it was established to do—fulfill the learning needs of the students while participating as an active member of the community."

Many Triton students who have completed Project Kaleidoscope continue to serve as volunteers. The Volunteer and Community Services Board, headed by Michael Almada, places 150 students, about half of whom receive academic credit. Many work as teachers aides or with the mentally retarded. Next year the Board, which was founded in 1971, will change its name to the Human Service Programs Office and will initiate a volunteer program for Spanish-speaking residents.

PROGRAM MODEL

6

Broward Community College Reading Department
(program for nursing students)

Pearl Nitka
Elaine Caplan
Broward Community College

BROWARD COMMUNITY COLLEGE NORTH CAMPUS
READING DEPARTMENT
Department Head: Pearl Mitka
Instructor: Elaine Caplan

PROJECT:

Course design and guide for individualized prescriptive instruction to be used in a reading program for nursing students.

PROBLEM:

To tailor a reading course to fit the needs of nursing students who require an upgrading of their reading skills. This problem arose out of the possibility that failure to achieve in the nursing program and board failure are directly related to inefficient or inadequately developed reading techniques.

CONSIDERATIONS:

Percentage of time devoted to study skills, vocabulary development, and analytical reading.

Root program.

Vocabulary program.

Text.

Speed.

Effectiveness of Listen and Read Program.

Percentage of class vs. lab time.

Special medically related materials.

Transfer of general reading skills to specific course of study (Rationale: Effect of wider knowledge base on reading).

INTRODUCTION:

The purpose of this project was and is to develop in nursing students a reading ability proficient enough to handle easily nursing course reading requirements, to develop their study and test-taking skills, to improve their vocabularies, to acquaint them with medically related Latin and Greek roots, and, in general, to encourage these students to expand their reading range and knowledge base. In order to accomplish this task, a course of study (Syllabus) was planned, a statement of objectives was established and set down for the students, a medical roots program with tests was developed, a guide for independent, individualized prescriptive instruction (Individual Laboratory Record) was devised, and a course evaluation form to be administered and returned anonymously at mid-semester was designed to further guide the instructor. (See enclosures.) Not included here are the vocabulary program (the latter half of the Bergen Evans Vocabulary Program) with tests, all of the laboratory materials used (but which are listed on the laboratory record sheet), a variety of supplementary teaching materials provided by the instructor for class discussion, and all diagnostic instruments and sample nursing boards.

Since the principles of remediation (overteaching, building confidence and motivation, and using any and all appropriate sensory-motor pathways) remain essentially constant, it was decided that an eclectic methodology tailored to individual needs would be the best approach. Moreover, the instructor was not overly concerned with the etiology of the deficiencies, but chose rather to treat the symptoms, to strengthen weaknesses by dealing through strengths.

The nature of this particular reading course posed a few additional problems because of the specialization of its students. Here were and are a group of nursing students with special vocabulary needs who lacked science-reading skills, study techniques, and organization in general. Special materials of a technological or scientific nature were selected for laboratory use. Study techniques and science-reading skills were emphasized. But, since most of our activities are not specialized in content, the instructor used certain materials in the belief that proper reading skills transfer and adapt to any situation (i.e. reading for a specific purpose, relating past knowledge, discovering and utilizing format, recognizing differences and similarities, reorganizing material to suit purpose, varying rate and style of reading according to the material, predicting outcome from events, drawing conclusions, and judging quality and usefulness of information). Further, it is believed that a competent reader utilizes whatever skills (once he has mastered them) necessary in any given situation. Experience-approach and student-centered methodology were employed in all medical knowledge discussions.

FINDINGS:

These students came to us tired and much over-worked partly because of the nature of their course of study and partly because of poorly developed reading skills. In the beginning, they were told that this course was required. After about five weeks, they were told that it was strongly recommended but not absolutely required. Consequently, only 12 out of the original 18 remain at the time of this writing (mid-semester). Following is a brief summary of growth in these students in eight weeks.

Student	Comprehension %ile	Vocab. %ile	Total %ile	Grade Leve
A	32	47	40	12
	83	52	61	13
B	18	65	45	12
	75	56	61	13
C	8	65	35	12
	30	78	61	13
D	11	20	14	10
	50	21	26	11
E	5	21	9	9
	10	37	20	10+
F	27	29	25	11
	58	44	46	12+
G	1	39	10	9
	13	21	14	10
H	1	38	9	9
	5	71	33	12
I	20	21	17	10
	24	44	33	12
J	29	15	17	10
	58	27	33	12
K	22	8	10	9
	13	21	14	10
L	4	35	14	10
	58	52	52	13

The figures in the first 3 vertical columns are percentile scores in comprehension, vocabulary, and total reading ability. The fourth column is the reading grade level. In the case of student A, the first horizontal line of figures represents reading ability as of 9 January 1976; the second line of figures represents reading ability as of 1 March 1976, etc. The sets of figures are obtained from two forms of a standard diagnostic reading test (DRT). All students showed growth in comprehension except for student K. Students G and B dropped off in vocabulary. In total reading and grade level, all students demonstrated growth. These results were achieved in only 20 hours of actual class-lab time. A major difficulty is the lack of time these students have to spend in laboratory activity. The instructor fully believes that even greater growth could have been achieved if the students had been able to devote more time to this course. However, in general, the resultant growth is significant and clearly indicates the value and worth of such a course.

The simple course-evaluation form was also given to these students at mid-semester. Eight of 12 said they would elect a reading course if not required (question 1). All 12 replied that they would recommend this course, that the skills learned here allowed them to be more efficient students, that they could cover their reading assignments more efficiently, that their medical vocabularies had improved, and that they had a greater awareness of words, in general (2-6). Nine preferred a class-lab program (ours), 2 all lab, and 1 all class (7). Nine students used their syllabus (8). Nine found lab time enjoyable and worthwhile (9). All students rated the instructor as good (10). Only 2 students made suggestions to the instructor: one that I work on specific weaknesses, and one that nursing students be required to take such a course earlier in the program (11). Two students recommended more medically related materials (12). Two students felt the instructor should have assigned specific, corrective materials (13). The last question dealing with the most helpful part of the course was answered with just about everything that was done. Lab received 5 votes, medical roots 2, vocabulary 6, timed activities 2, classroom experiences 2, reading comprehension activities 4, films 2, skimming 2, work on main ideas 2, and reading for purpose 2. Of course, most students listed two activities. The instructor believes that the responses were, for the most part, very positive and very favorable. The instructor attempted to vary activities and methods of delivery as much as possible to meet all needs. From the test scores and evaluations, it is concluded that this course has, up to now, been achieving its objectives.

Nursing Curriculum — Elaine Caplan
Compiled by Elaine Capla

SYLLABUS - ENGLISH 105

Text: Reading Skills by William D. Blake

Vocabulary: Bergen-Evans Program, Medical Root Program

Laboratory Program: Individualized prescriptions after testing, evaluation, and conference with instructor.

WEEK 1
Introduction to course and text.
Testing and evaluation.
Introduction of medically related root program.
Media and materials.

WEEK 2
Reading formula.
Laboratory materials.
Main ideas
Study schedule
Text: Chapters 1 and 2

WEEK 3
Shadowscope.
Varying rate and style of reading.

Quiz: Part 1 of root programs
Text: Chapters 3 and 4

WEEK 4
RFU program.
Skimming and scanning.
Reading the Newspaper.
Text: Chapters 5 and 6

WEEK 5
100 Passages.
Separation of main ideas from supportive details.

Text: Chapters 7 and 8

WEEK 6
Improving memory.
Acquiring proper reading habits.
Quiz: Part 2 of root program.

Text: 9 and 10

WEEK 7
Introduction of Bergen-Evans program.
Vocabulary enrichment.
Text: 11 and 12

WEEK 8
Taking notes and summarizing.
Listen and Read program.
Quiz: Vocabulary Vol. III, Side 2
Text: 13 and 14

WEEK 9
Mid-semester testing and evaluation.
Re-evaluation of prescriptive
instruction

WEEK 10
Library refresher
Planning reading time.
Quiz: Vocabulary Volume III, Side 2
Text: 15 and 16

WEEK 11
Introduction of Volume IV, Side I
Critical reading.
Increasing knowledge base.
Text: 17 and 18

WEEK 12
Faulty reasoning and writing tricks
Inferences and judgments.
Satire and tone.
Quiz: Volume IV, Side I
Text: 19 and 20

WEEK 13
Nursing board pre-tests.
Introduction of Volume IV, 2.
Affective reading.
Reading the novel.
Text: 21 and 22.

WEEK 14
Reading selectively.
Quiz: Volume IV, Side 2
Text: 23 and 24

WEEK 15
Introduction of Volume V, Side 1
Final Review
Completion of lab work.

WEEK 16
Quiz: Volume V, 1
Final examination and evaluation.

OBJECTIVES FOR 105

1. To read with concentration, with an alert and inquiring mind.
2. To understand word meanings in and out of context.
3. To skim, or make an appraising preview of material to be read in order to determine the best method of reading it; determining the relevance of a source to the purpose in hand; finding quickly a needed bit of information.
4. To read at a sufficiently good rate to read daily assignments efficiently; this may include reading by phrases.
5. To adjust the rate of reading to the nature of the material and the purpose of the reader; and changing the method with change of purpose and material.
6. To judge wisely what must be read carefully and what may be skimmed.
7. To get the main idea in a paragraph and in a whole reading unit.
8. To follow and remember the organization of a passage while reading.
9. To read for ideas; understanding and interpreting ideas.
10. To distinguish between the author's thought on the subject and the reader's.
11. To perceive close distinctions of thought.
12. To follow through an argument or a line of thought to the end.
13. To understand abstract material.
14. To draw conclusions, and understand implications, inferences, and assumptions.
15. To summarize and generalize.
16. To read critically; analyzing and appraising.
17. To perceive the tone, mood, and purpose of the writer.
18. To read creatively.
19. To read to remember.
20. To understand, remember, and use facts and concepts; that is, the technical vocabulary, expressions and symbols of mathematics, the physical sciences, and other specialized areas.
21. To achieve your individual goals.
22. To achieve a gain in reading speed of a minimum of 100 words faster per minute.
23. To achieve college level or above comprehension.
24. To achieve college level vocabulary.
25. To achieve efficiency in study skills and test taking techniques.

EVALUATION:

1/3 compilation of test scores
1/3 laboratory records and hours in lab
1/3 examination (knowledge of skills and efficient reading techniques and standardized test)

Mid-Term Evaluation of Reading Program

1. Would you elect a reading course if not required? Yes No

2. Would you recommend this course to your friends as a worthwhile, helpful course? Yes No

3. Do you feel that the reading skills and study techniques presented here will enable you to be a better, more efficient student? Yes No

4. Have you been able to cover your reading assignments faster and more efficiently? Yes No

5. Has your medical vocabulary improved? Yes No

6. Do you have a greater awareness of words, in general? Yes No

7. Which method of instruction is best for you?
   a. Entire laboratory program
   b. Teacher directed discussion and textbook program with no lab
   c. Part lab and part directed discussion (ours)
   d. Other--explain

8. Did you use your syllabus? Yes No

9. Did you find lab time enjoyable and worthwhile? Yes No

10. How would you rate your instructor?
    a. Good
    b. Fair
    c. Poor

11. Do you have any suggestions for your instructor? What?

12. What part of the course would you change? How?

13. How can your instructor improve your learning experience?

14. What part of the reading course has been most helpful to you?

NAME______________________________

SCORE______________________________

MEDICAL ROOT TEST PART I

DEFINE THE UNDERLINED ROOTS IN THE FOLLOWING WORDS.

1.________ Bradyphagoa

2.________ Acromegaly

3.________ Dermatologist

4.________ Leukemia

5.________ Cytology

6.________ Carcinoma

7.________ Hysterectomy

8.________ Gingivitis

9.________ Dysphasia

10.________ Chromocyte

MATCH THE WORDS IN COLUMN I WITH THE MEANINGS IN COLUMN II. PLACE THE LETTER BEFORE YOUR CHOICE IN THE BLANK BEFORE THE WORD.

COLUMN I

___11. acro
___12. cyan
___13. dactyl
___14. cervic
___15. arthr
___16. later
___17. cardi
___18. gingio
___19. ambi
___20. hemo
___21. dextr
___22. litho
___23. crypt
___24. homo
___25. eu

COLUMN II

A joint
B hidden
C neck
D side
E finger, toe
F right
G gum
H both
I air
J heart
K blood
L blue
M same
N good
O bad
P stone

CHOOSE THE PROPER MEANING FOR THE FOLLOWING ROOTS.

___26. iso a) iris b) equal c) in
___27. lacrim a) tear b) side c) fat
___28. gnos a) tongue b) kind c) knowledge
___29. edema a) swelling b) excision c) over
___30. dorso a) front b) back c) side
___31. inter a) under b) above c) between

NAME ______________________________

SCORE ______________________________

TEST MEDICAL ROOTS PART II

DEFINE THE UNDERLINED ROOTS IN THE FOLLOWING WORDS.

1. ______________ pseudomania
2. ______________ rachiometer
3. ______________ psychosis
4. ______________ xanthemia
5. ______________ consanguinity
6. ______________ necrosis
7. ______________ therapeutic
8. ______________ enterorrhagia
9. ______________ eupepsia
10. ______________ narcolepsy

MATCH THE WORDS IN COLUMN I WITH THE MEANINGS IN COLUMN II. PLACE THE LETTER BEFORE YOUR CHOICE IN THE BLANK BEFORE THE WORD.

COLUMN I

______ 11. melan
______ 12. myo
______ 13. vaso
______ 14. pod
______ 15. otomy
______ 16. opia
______ 17. sinistr
______ 18. plast
______ 19. troph
______ 20. stasis
______ 21. oma
______ 22. tachy
______ 23. philo
______ 24. lyso
______ 25. poly

COLUMN II

A. foot
B. vision
C. muscle
D. development
E. halt
F. black
G. tumor
H. attraction
I. left
J. vessel
K. destruction
L. incision
M. many
N. vein
O. repair
P. fast

CHOOSE THE PROPER MEANING FOR THE FOLLOWING ROOTS.

______ 26. uni a) one b) unit c) three
______ 27. pleg a) speech b) paralysis c) vein
______ 28. scler a) hard b) soft c) scar
______ 29. ren a) backward b) leg c) kidney
______ 30. meso a) small b) middle c) mess
______ 31. neo a) nerve b) next c) new
______ 32. phas a) formation b) phase c) speech
______ 33. thorac a) rib b) chest c) clot

INDIVIDUAL LABORATORY RECORD Name ____________________

English 105

Nelson-Denny Test Scores Class ____________ Instructor ____________

DATE	Vocabulary Percentile	Vocabulary G.L.	Comprehension Percentile	Comprehension G.L.	Total Percentile	Total G.L.	Speed

CONTROLLED READER Speed, Recall Comprehension									Goal		
Film											
W.P.M.											
Comp. %											
Index											
Film											
W.P.M.											
Comp. %											
Index											

POWER BUILDER Comprehension, Vocabulary								Goal		
Color										
Number										
Comp. %										
Vocab. &										

RATE BUILDER Speed, Comprehension															Goal					
Color																				
Number																				
Comp. %																				

R.F.U. Critical Comprehension									Goal		
Step No.											
Comp. %	○										
" " "	◇										
" " "	□										
" " "	△										
Step. No.											
Comp. %	○										
" " "	◇										
" " "	□										
" " "	△										

100 PASSAGES Paragraph Analysis								Goal		
Passage										
Score										
Passage										
Score										

MCCALL - SMITH Reasoning										
Lessons										
% Correct										

STUDY TYPE READING Study Skills								Goal		
Subject										
Card No.										
Comp. %										
Subject					Listen & Read					
Card No.					Tape No.					
Comp. %					Score					

VOCABULARY

Material										
Score										

OTHER MATERIALS

Material										
Number										
W.P.M.										
Comp. %										
Index										
Vocab. %										

ROOTS FOR MEDICAL TERMINOLOGY

WORD PART	DEFINITION	WORD PART	DEFINITION
a	without	ectomy	excision
ab	from	ectop/o	misplaced
abdomin/o	abdomen	edema	swelling
acr/o	extremities	emesis	vomiting
ad	toward	emia	blood
aden/o	gland	encephal/o	brain
aer/o	air	end/o	in
alges/i	oversensitivity	enter/o	small intestine
algia	pain	epi	over
ambi/i	both	erythr/o	red
an	without	esthesi/o	sensation
angi/o	vessel	eu	good
anis/o	unequal	ex	from
ankyl/o	stiff	extra	in addition to
ante	before	gastr/o	stomach
anter/o	before	gen/o	origin,beginning
anti	against	gingiv/o	gum
arthr/o	joint	gloss/o	tongue
aut/o	self	glyc/o	sugar
bi	two	gnos/o	knowledge
bi/o	life	gram/o	recording
blast/o	embryonic form	graph/o	instrument
blephar/o	eyelid	gynec/o	woman
brad/y	slow	hem/o	blood
calcane/o	heel	hemat/o	blood
carcin/o	cancer	hemi	half
cardi/o	heart	hepat/o	liver
carp/o	wrist	heter/o	different
caud/o	tail	hidr/o	sweat
cele	herniation	hist/o	tissue
centesis	~~pumctive~~puncture	hom/o	same
cephal/o	head	hydr/o	water
cervic/o	neck	hyper	more than normal
cheil/o	lip	hypo	less than normal
chir/o	hand	hyster/o	uterus
chlor/o	green	in	in, not
chol/e	gall,bile	infra	below, under
chondr/o	cartilage	inter	between
chrom/o	color	intr/a	within
circum	around	ir/o	iris
clys/o	wash	irid/o	iris
col/o	colon	is/o	equal
colp/o	vagina	itis	inflammation
con	with	kerat/o	cornea
contra	against	kinesi/o	movement
cor/e,core/o	pupil	lacrim/o	tear
corne/o	cornea	lapar/o	abdominal wall
cost/o	rib	later/o	side
crani/o	skull	leps/o	seizure
crypt/o	hidden	leuk/o	white
cyan/o	blue	lip/o	fat
cycl/o	ciliary body	lith/o	stone
cyst/o	bladder	log/o	study
cyt/o	cell	lumb/o	loin
dacry/o	tear	lys/o	destruction
dactyl/o	finger,toe	macr/o	large
de	from	mal	bad

WORD PART	DEFINITION	WORD PART	DEFINITION
dent/o	tooth	malac/o	softening
derm/o	skin	mania	madness
dermat/o	skin	medi/o	middle
dextr/o	right	megal/o	enlargement
di/a	through	melan/o	black
dipl/o	double	men/o	menses
dips/o	drink	mes/o	middle
dis	to free,undo	metr/o,meter	measure
dors/o	back	micr/o	small
drom/o	running with	mon/o	single
dyn/o	pain	multi/i	many
dys	bad	my/o	muscle
ect/o	outer	myc/o	fungus
ectas/ia,ectas/is	stretch	myel/o	bone marrow
		myx/o	mucus

WORD PART	DEFINITION	WORD PART	DEFINITION
narc/o	sleep	pol/y	many
nas/o	nose	post	after
necr/o	dead	poster/o	behind
ne/o	new	pre	before
nephr/o	kidney	pro	before
neur/o	nerve	proct/o	rectum
noct/i	night	pseud/o	false
nyct/o	night	psych/o	mind
null/i	none	ptosis	prolapse
o/o	ovum	py/o	pus
oid	resembling	pyel/o	renal pelvis
om/o	shoulder	pyr/o	fever, fire
oma	tumor	rach/i,rachi/o	spine
omphal/o	navel	ren/o	kidney
onych/o	nail	retin/o	retina
oophor/o	ovary	retr/o	backward
ophthalm/o	eye	rhin/o	nose
opia	vision	salping/o	fallopian tube
orchid/o	testes	sanguin/o	blood
orrhagia	hemorrhage	schiz/o	split
orrhaphy	suture	scler/o	hard
orrhea	flow	scop/o	examination
orrhexis	rupture	semi	half
osis	condition	sept/o	infection
oste/o	bone	sinistr/o	left
ostomy	new opening	spir/o	breathe
ot/o	ear	splen/o	spleen
otomy	incision	stasis	halt
par/a	around	stomat/o	mouth
par/o	bear	strept/o	twisted
path/o	disease	sub	below, under
penia	lack of	super	above
peps/o	digestion	sym	together
per	through	syn	with
peri	around	tach/y	fast
pex/o	fixation	therap/o	treatment
phag/o	eat	therm/o	heat
phas/o	speech	thorac/o	chest
phil/o	attraction	thromb/o	clot
phleb/o	vein	tome	instrument for incising
phob/o	fear	trans	across
phon/o	voice	tri	three
phor/o	carry	trich/o	hair
phren/o	diaphragm	trips/y	surgical-crushing
plas/o	formation	troph/o	development
plasm/o	formation	tympan/o	eardrum
plast/o	repair	uni	one
pleg/a	paralysis	ur/o	urine
pne/o	breathe	vas/o	vessel
pneum/o	air	ventr/o	belly
pneumon/o	lung	vesic/o	bladder
pod/o	foot	viscer/o	organ
		xanth/o	yellow

PROGRAM MODEL

7

OPERATION PLATOON

Dr. LaVerna Collett
Dr. Bob Poole
Oscar Rose Junior College

OPERATION PLATOON

A paper submitted for

Innovative Learning Alternatives in the Community College

and for the 2 year S.I.G./IRA convention in Anaheim, California

By

Dr. LaVerna Collett

Dr. Bob Poole

Oscar Rose Junior College

Midwest City, Oklahoma

OPERATION PLATOON

I. Introduction

In the Summer of 1972, immediately following the end of the Viet Nam era, Oscar Rose Junior College was designated to develop and implement a special pilot project for Veterans through the HEW's Talent Search/Upward Bound program. This project was to include basic studies courses taught to two hundred veterans by a success oriented interdisciplinary team which would build those basic educational skills from which success in postsecondary education could be achieved. The basic studies courses evolved into Psychology of Personal Adjustment, Developmental Reading, Basic English Composition, and Basic Mathematics. Personal counseling and tutoring are also components in this project.

Population

Oscar Rose Junior College is located in an urban area and has a student body comprised of approximately 40% low income and minority individuals, both Black and American Indian. ORJC has more Blacks than any other institution of higher education in the State of Oklahoma, except predominately Black Langston University.

The criteria for selection into the Special Educational Veterans program is as follows:

A. Recently discharged.

B. High School dropout, or minimally educated with a background of academic failure in secondary school or college because of deficiency in basic educational skills.

C. Poorly motivated.

D. Unemployed Veteran or one who has employment on an intermittant or part-time basis but who has potential or incentive to better his economic situation.

E. Underemployed Veteran who is unable to rise above his current employment level due to lack of educational background.

F. Physically handicapped Veterans who might benefit from this educational program.

Program to Accomplish These Identified Student Needs:

Because of the criteria for selection into the Veterans Upward Bound program at Oscar Rose, a new instructional strategy in the basic skills was deemed necessary. Reading, it seemed, should be the heart of such a program. Gradually, it was decided that platoons of 22 students would be scheduled across the four subject matter areas. The four teachers involved in each team would, therefore, have the same students in common. Perhaps more importantly, students would see relationships among the four courses. A personality theory studied in Personal Adjustment could be the topic for a three paragraph theme in Basic English Composition. Math could be used to figure reading rate in Developmental Reading. Developmental Reading, as a tool course, would undergird the entire four-course, introductory semester curriculum. The entire "vertical team" concept, then, evolved as a way to give Veteran students a better shot at transfer of learning, affective as well as cognitive reinforcement, and attention to the individual.

Four Discipline Vertical Team Activity One

Performance Objectives:

Upon completion of this activity, the student will be able to write a short essay about role playing and self-concept as they relate in literature and everyday life.

Discipline Activities:

Mathematics: The student will discuss and evaluate strategies in forming matrices in forming relationships involved in role playing and self-concept.

Reading: The student will learn to spell and define terms learned in the mathematics, psychology, and English classes. The student will be able to identify the figurative language used and write an original phrase using that convention.

Psychology: The student will examine and discuss various literature which identifies role playing and self-concept.

English: The student will learn group discussion and paragraph essay techniques necessary to write a paragraph relating one of the ideas presented in Emily Dickinson's poems and use it to evaluate the fact's self-concept or use it as a sounding board for what the poet expects from the role of a surgeon or physician.

Assessment:

Having learned the mathematical, psychological, reading and communications skills necessary, the student will write a paragraph essay relating the various aspects of role playing and self-concept to literature and to life.

Worksheet For Vertical Team Integration
(Activity #1)
Reading

Performance Objective

The student will be able to spell, define, pronounce, and syllabicate the necessary psychological, mathematical, and English terms involved in reading or writing about role playing and self-concept.

Activity In Your Discipline

Student will learn through class exercises the definition and work exercises, listen to lectures, participate in group discussion on spelling, defining, and syllabicating the necessary terms.

Activities In Other Disciplines

1. Mathematics: The student will work out different mathematical strategies for forming matrices that are involved in game people play in forming relationships or involved in working out conflicts related to role playing and self-concept.
2. Psychology: The student will read and discuss literature related to role playing and self-concept.
3. English: The student will learn to read, discuss and write about what he has read in a well structured paragraph.

Assessment In Your Discipline (Tests)

A test will be given in reading to assess the student's ability to spell, define, pronounce, syllabicate, and use each of the vocabulary terms.

Team Assessment
(Does The Skill Carry Over To The Other Disciplines?)

1. The student will perform adequately in small groups discussion in all classes.
2. The student will write a paragraph on the assigned topic which is acceptable to all teachers in the team.

Worksheet for Vertical Team Integration
(Activity #1)
English Comp. I

Performance Objective

1. The student will learn to discuss, through group discussion techniques, the relevancy of Emily Dickinson's poem "I'm Nobody! Who Are You?" to actual analysis of self-concept and the relevancy of her poems "Surgeons must be careful" or "Is Heaven a Physician?" to the importance given to the doctor in his role in real life.
2. The student will learn to structure and write a paragraph essay.

Activity In Your Discipline

1. The student will read assigned poems then participate in group discussion.
2. The student will perform various tasks, listen to instructions on paragraph and essay structure and will learn the necessary mechanical skills to write the essay.

Activity in The Other Disciplines

1. Mathematics: Student will discuss and evaluate strategies in forming matrics involved in role playing and self-concept.
2. Reading: The student will learn to spell and define terms which apply to role playing and self-concept. The student will learn to identify and use specific figurative languages.
3. Psychology: The student will learn to relate self-concept to role playing.

Assessment In Your Discipline (test)

1. The student will perform adequately in group discussion.
2. The student will structure and write a paragraph essay on the assigned topic.

Team Assessment
(Does The Skill Carry Over To The Other Disciplines?)

1. The student will perform adequately in group discussion.
2. The student will write a paragraph essay which is acceptable to all of the team teachers.

RESEARCH REPORT

8

Reading Test Scores and Academic Success in Junior College

A Report on Research

Professor Oda Van Winkle
Lees Junior College

Reading Test Scores and Academic Success in Junior College
A Report on Research

Research was done at Lees Junior College in Jackson, Kentucky to determine the relationship between reading test scores and academic success. Lees is a small private liberal arts college that has just introduced career programs such as electronics and media into its curricula.

The reading specialist began a testing program to obtain predictive and screening information to use for counseling students about career choices, course loads, etc. At the end of the first semester, it seemed appropriate to evaluate whether or not the reading test did predict grade-point averages. The results of that research are shared in this report in the hope that others who have done similar research will in turn share their findings with Mrs. Oda Van Winkle, Reading Specialist, Lees Junior College, Jackson, Kentucky, 41339.

The Nelson-Denny Reading Test, Form A & B, was given to the Freshmen class in September, 1975. At the end of the Fall semester, the grade-point averages earned at Lees Junior College were gathered. Then, an expectancy table was prepared exploring the relationship between the Nelson-Denny Reading Test scores (the predictor measure) and grade-point averages earned (the assessment measure).

The Nelson-Denny Reading Test scores in the expectancy table were divided into categories of high, average, and low. High scores were those 65 percentile and above. Average scores were 46 percentile to 64 percentile, and low scores were those of 45 percentile and lower.

The reading test scores were then related to the grade-point average in the expectancy table. The grade-points were also divided into categories of high, average, and low. High grade-points were considered to be those above 2.9. Average grade-point averages were those between 2.0 and 2.8. Low grade-point averages were those below 2.0.

EXPECTANCY TABLE I

Relationship Between Nelson-Denny Test Scores and Grade-Point Averages

Nelson-Denny Scores N= 114	Grade-Point Averages N= 114		
	Low	Average	High
High	0	1	11
Average	0	3	12
Low	30	30	27

From the expectancy table several predications about a student's success emerged based on his Nelson-Denny Test Score. They were: If a student scores high on the Nelson-Denny Test, he will probably receive a high grade-point average. If a student has an average score on the Nelson-Denny Test, he will probably receive a high grade-point average. If he scores low on the Nelson-Denny Test, he will have about an equal chance of earning a low, average or high grade-point average at the end of the first semester at Lees Junior College.

The Nelson-Denny Reading Test did seem, then, to predict grade-point averages for those students who scored in the high or average percentile range. However, the test did not predict what would happen to the low scoring student.

As is often the case with research, there were more questions raised then answered. Some of those questions include: why did not the Nelson-Denny Reading Test predict more accurately at the lower end of the reading continuum? Is a valid measure of reading ability at the lower end? A question we are exploring at our college is why did a large percentage of students earn grade-point averages above 2.9 and yet scored low on the Nelson-Denny Reading Test.

This research which is focused upon the Nelson-Denny Reading Test's ability to predict grade-point averages at Lees Junior College can be considered as a beginning effort to understand the relationship between reading and academic success.

RESEARCH REPORT

9

Self-Concept as a Predictor of Reading Achievement of Community College Students

Robert Drummond, College of Education
Walter McIntire, School of Human Development
University of Maine

Kent Smith
Clayton Pinette
Bangor Community College

Self-Concept as a Predictor of Reading Achievement of Community College Students

Robert Drummond, College of Education
Walter McIntire, School of Human Development

Kent Smith
Clayton Pinette, Bangor Community College

University of Maine at Orono

After deciding the objects of instruction for a course, the second step in many models of instruction is assessing the entry behavior of the students to be taught. The instructor need to know both cognitive and affective dimensions of a student's behavior. It is generally accepted by personality theorists that the feelings and beliefs one holds about oneself are primary motivators of behavior and that the antecedent for many of the individual's responses is this self-concept (LaBenne and Greene, 1969). Wylie (1961) and Purkey (1970) in reviewing studies dealing with the dimension of self-concept have found that there have been consistent reports of a relationship between self-concept and academic performance. Felker (1974) concluded that positive self-concept was related to good academic achievement.

Lund and Ivanoff (1974) using a self-concept scale from the Adjective Check List found that there were differences in the self-concept of college students by demonstrated reading ability, by sex, and whether they enrolled in a program of reading skills. They recommended as essential for the improvement of developmental reading programs that as an initial phase the evaluation of the individual's self-concept be undertaken.

Studies investigating the importance of personality dimensions in predicting achievement of students enrolled in developmental studies programs in community colleges have been limited. The studies cited above all investigated differences between groups rather than examining the ability of self-concept variables to predict reading achievement.

The purpose of this study was to explore the contribution of intelligence, self-concept, and previous reading achievement to the prediction of reading success in a program of developmental studies at the community college level.

PROCEDURE

Subjects

The subjects were ninety-five male community college students, ages 18-26, enrolled in a Developmental Reading Program during the 1974-75 academic year at the Bangor Community College of the University of Maine at Orono. The Bangor campus is a two-year community college with programs in Dental Hygiene, Human Services, Law Enforcement, Mental Health Technology and General Studies. The college has an open admissions policy.

Instruments

The subjects were administered the Otis Quick Scoring Test of Mental Ability to assess their scholastic aptitude and the McGraw-Hill Reading Test to measure reading comprehension. The latter provides a total score which consists of sub-scales of retention, skimming and scanning, and comprehension.

The research and clinical form of the Tennessee Self-Concept Scale (Fitts, 1965) was used to measure dimensions of self-concept. The scale consists of 100 self-descriptive statements which the subjects use to portray a picture of themselves. They respond to each item on a five point scale ranging from "completely false" to "completely true." There are 29 sub-scales on the form used. Test-retest reliabilities of the sub-scales range from .60 to .92 with a median coefficient of .88.

Procedure

The students were administered the three research instruments at the beginning of the semester and the McGraw-Hill Test again at the end of the semester. A stepwise multiple regression was computed with the post test total scores on the McGraw-Hill Reading Test as the dependent variable. The .05 level of significance was used to cut off the entrance of variables in the regression procedure.

Results

Seven of the thirty one independent variables contributed significantly to the prediction of the end of semester reading performance on the McGraw-Hill. The seven variables accounted for 78.4 percent of the variance. Two were significant at the .01 level, the McGraw-Hill pretest and the Otis Quick Scoring Mental Ability Test. These accounted for a total of 64 percent of the variance, for former 55 percent and the latter 9 percent.

Five of the self-concept sub-scales on the Tennessee self-concept inventory contributed an additional 14.8 percent of variance. These scales were the distributions of "2's," the distributions of "5's," Row 3, "Behavior," Personality Integration and Column A "Physical Self."

DISCUSSION

As expected, the entrance level reading achievement and scholastic ability of the students contributed the largest proportion of variance in predicting end of semester reading performance. Self-concept variables, however, accounted for approximately 15 percent of the additional variance.

The distribution scores relate to how one distributes his answers across five available choices on responding to the items on the scale; two represents "mostly false" and five, "completely true." The response patterns purportedly indicate aspects of self perception. The extreme responses indicate the certainty with which an individual sees himself.

Row 3 scores - "Behavior," comes from the items that say "This is what I do or this is the way I act." This scale measures the individual's perception of his own behavior or the way he functions.

The Personality Integration scale contains items which differentiate individuals who were rated well adjusted. High scores relate to good adjustment. Column A - The Physical Self - scale gives a picture of how the individual presents his view of his body, his state of health, his physical appearance, skills and sexuality.

The clarity and definitude of how a person sees himself, physically as well as psychologically, are important concepts related to achievement in a developmental reading program.

The extent of the contribution of self-concept variables to the prediction of reading achievement supports the position taken by Sawyer and Martin (1969) that self-oriented counseling be provided for students in developmental reading programs as an integral part of the program.

Formal counseling as a distinct service may or may not be available or accepted by students who have low self-concepts. The teacher, however, can help to provide a growth environment as Kunz (1968) has suggested to foster positive self-concept. This can be done by clear identification or diagnosis of specific reading problems, proper prescriptions and sequencing of reading materials, and providing positive reinforcement to the student. Selecting reading material that the student will use or will find useful in other courses may increase his motivation and show the transfer value of the skills taught. Individualization of program based upon the student's needs and interests rather than following set work schedules can be valuable in establishing the proper environment. Units focusing on self-awareness and self-understanding, which are appropriate to the social and emotional level of the adult developmental studies student, can be especially effective.

Instructors in developmental studies programs should consider assessing information about the personality, values, and attitudes of students as well as their present level of achievement. The knowledge of the total individual can be valuable in planning a more valuable instructional program for the individual.

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SAMPLES OF PRACTICAL MATERIALS

10

Introducing.....
A New Screening Instrument:
Streamlined Redesign
for
"The Reading Progress Scale"

(A Chronicle)

Allan R. Maar
Lansing Community College

Introducing.....

A New Screening Instrument:

Streamlined Redesign

for

"The Reading Progress Scale"

(A Chronicle)

by

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For Presentation
at the

Annual Fall Conference
Michigan College Reading Council
Wayne State University
Detroit, Michigan

October 17, 1975

The Dilemma:

The problem of quickly testing the reading skills of first term freshman descending upon the registration tables by the hundreds has plagued Lansing Community College for years. But the search for a rapid screening instrument incorporating simplicity of administration, "rapid-fire" correction, and almost immediate feed-back, i.e. interpretation of scores to students, was only one element of the quest.

With a student population approaching 16,000 (head-count) in an open-door institution, a correlative dilemma was how to counsel "low-scorers" prior to their registration and as soon as the test results were available.

A Ray of Hope:

In the fall of 1974 after examining countless catalogs and looking over quantities of tests, which for one reason or another had to be rejected, Ronald P. Carver's Reading Progress Scale appeared.[1]

While the format of the test seemed geared toward administration in the elementary classroom, it nonetheless offered sufficient potential to warrant experimentation in our college reading classes.

Plus Features:

In considering the positive characteristics of the test, most important was what it purported to measure.

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[1] Ronald P. Carver, The Reading Progress Scale (Kansas City, Missouri: Revrac Publications, 1971).

Much criticism has been levied at the so-called "traditional" reading test.

> . . . recent psycholinguistic studies of reading and learning to read have raised some serious doubts about conventional reading tests such as the Davis, the Stanford, and the Nelson-Denny. Whatever those tests measure may not be very good measures of reading ability. It may very well be that reading is not as readily quantifiable in any meaningful way as we have up to this time thought it was. Reading, like writing, is a *process*, an activity, and there is no widely meaningful way to quantify writing.[2]

The Reading Progress Scale according to Dr. Carver

> . . . is designed to measure reading-input performance. Reading-input is the *process* by which the graphic symbols contained in reading material are decoded or translated into a form which can be subsequently stored or understood.[3]

Dr. Carver further points out that "In the terms of the theoretical computer model of reading, the test is indicating reading-input capability. That is, the test indicates the highest level of reading material difficulty that the individual can read or input."[4]

The test design is indeed a "revolutionary development."[5] Rather than the "read a timed passage and answer multiple-choice questions" technique, the Reading Progress Scale employs an ingenious use of the cloze procedure.

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[2] Thomas S. Farrell, "Reading in the Community College," College English, XXXVII (September, 1975), 43-44.

[3] Ronald P. Carver, "A Computer Model of Reading and Its Implication for Measurement & Research," Reading Research Quarterly, VII, Summer 1971, 449-471.

[4] Ronald P. Carver, "Manual for The Reading Progress Scale (Kansas City, Missouri: Revrac Publications, 1971).

[5] Ibid., p. 11.

> The term "cloze" derives from the Gestalt term "clozure." It is used to describe the tendency for a person mentally to complete or make whole an incomplete pattern and to see complete patterns as figures more readily than incomplete ones.
>
> . . . .
>
> The cloze procedure measures the ability of a reader to use a variety of contextual interrelationships in completing any particular blank. It deals not only with specific word meanings but also the ability of the reader to respond to a cloze test will reflect the total language abilities of the reader.[6]

Further advantages of the test according to Carver are its firm grounding in theory and its "mechanized" test item construction aimed at minimizing subjectivity.

Levels Identified:

Briefly, The Reading Progress Scale consists of four graded paragraphs each approximately 100 words in length. These were selected from 330 paragraphs analyzed by Bormuth in 1969.[7] Within each paragraph a student responds twenty times by marking an "X" in a blank "ballot" square which precedes a two word option.

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[6] John Gilliland, Readability (University of London Press Ltd., 1972), 102-103.

[7] J. R. Bormuth, Development of Readability Analyses, U.S.O.F. (Final Report Project No. 7-0052, Contract No. OEC-3-7-070052-0326, March, 1969).

Example:

Spaces have been marked with an X in front of the words that belong in the sentence.

Joe wants to ☐ sit ☒ buy a new car, but ☒ he ☐ it cannot get a ☐ chair ☒ bank loan; so he has ☐ in ☒ to wait at least a ☒ few ☐ red months longer.

In order to "pass" each paragraph the student must record at least 18 correct responses. Accordingly, a score of "4," all paragraphs adequately marked, "3," "2," "1," or "0" may be achieved.

The scoring levels may be interpreted as follows:

Level "4" - grades 10-12+ reading ability
Level "3" - grades 7-9 reading ability
Level "2" - grades 4-6 reading ability
Level "1" - grades 1-3 reading ability
Level "0" - non-reader

"Gross" Indicator:

It must be emphasized that *The Reading Progress Scale* aims to generally assess "gross" levels of literacy. It is criterion referenced and quickly identifies students whose reading proficiency levels suggest a need for special guidance.

Streamlining Necessary:

While the test in its original format was adequate for testing small groups, many shortcomings were evident in anticipation of large volume administration at the college level. Also in the preliminary field tests with the original format, a number of possible refinements became apparent.

In view of the enthusiasm of the reading specialists involved in the preliminary experimentation, the close correlation between the RPS test scores and test results from other longer tests, and the specialists' subjective assessment of the students' reading abilities, the decision was made to undertake a "face-lifting" operation. It was at this point that notations mapping the quest for an "ideal" design were recorded:

1. Reduce pages of test. Two sides in original-- aim for one. *Simplify.* Solve problem of recording name on test page-- no previews before starting time.
2. Rewrite directions. Make language simple and direct. Define difficult words in context with subtlety. Give example, but eliminate need to mark page. Somehow combine direction sheet with test. Try folder with cut-out "window" at top and directions on cover, or come up with another solution.
3. Reduce test scoring time. Present system unwieldy. Try using automatic test (3-M Datronics) scorer. Entire process should take no more than *twelve minutes.* Experiment with self-contained answer "key." Try to eliminate "rights keys."
4. Include interpretation of test scores for immediate "feed-back." Try color coding paper to avoid confusion.
5. Be discreet in placement of score. This is a sensitive area.
6. Introduce minor editorial changes, especially, punctuation for clarity and consistency. (Check with author.)

"Advise and Consent:"

At this juncture there was no point in proceeding until Dr. Carver, the author of The Reading Progress Scale, was consulted. He was both cooperative and encouraging and exhibited enormous "faith" in our impending "cosmetic surgery." Negotiations progressed and a comprehensive agreement was reached.

Creativity in Progress:

An absence of administrative backing and a lack of financial support are often the greatest "stiflers" of creativity. In this project there was no evidence of either. In fact, every signal was "green." Fall term pre-registration at the end of August was slated for the beginning of the pilot study and provided *substantial incentive*.

In view of the need for cooperation of a printing firm, that was one of the first contacts sought. Again, fortune smiled, and the printing "consultant" was both patient and low-key--two essential pre-requisites. His first task was to produce "mock-ups" of the test page, experimenting with spacing, type style, type size, and paragraph arrangement in an attempt to compress the original from two sides to one.

At the same time queries were sent to 3-M requesting answer sheet designs for use with their Datronics Test Scorer. Although the 3-M designs were potentially usable, a shortage of time and lack of proximity along with other complications led to the abandonment of this route.

After days of page shuffling, conversing, and reviewing designs of existing tests, an idea surfaced. It seemed better than any to date. A rough sketch was drawn, and its feasibility was explored with the printing consultant. The idea seemed the essence of simplicity:

The Plan:

Take two sheets of chemically treated "carbonized paper," one blue and one one white. Gum or "pad" the upper edge completely. "Pad" two spots at the bottom to discourage a student from pulling the two apart.

Page One:

On page 1 provide a line for the student's name and the date. Below this print the "Directions." These will be couched in simple terms (low reading level). Further, a recording will be made of the proctor reading these directions and adding special notations that will add to the clarity and might be changed periodically to adjust to a variety of testing situations without making the printed form obsolete. The "Directions Tape" will further be consistent from session to session adding to the standardization of the test administration. Include the seven minute timing period of "no sound" on the tape.

Page Four:

At the end of the tape direct the students to flip the "packet" to the white sheet, page 4, and begin the test.

Page Three:

When time is called, collect the "packets" and rush to the scoring room where three scorers "open" the tests at the bottom and grade them by counting the blank ballot squares in the quadrant for each paragraph. Only the squares for the correct answers have been strategically printed on the back side of the test page. Thus, for each correct response there is a carbon "X" in the box, and blank boxes indicate errors. The scorer places a check mark in the lower corner of each quadrant to note a "pass" or "fail" for each paragraph. These are counted and the test score is circled in the scoring box at the top right corner of this scoring page.

Page Two:

Directly above this box is the gummed "hinge," holding the blue and white sheets together. And here is an identical scoring box in which the student's score is also circled. Above this score is a complete explanation which interprets this score using graded levels of prose.

The test scorers then separate the two sheets, and the blue "Directions/Explanation" sheets, each with its score discreetly circled, are hurried back to the testing room.

Implementation:

A sample was put together. It worked. Of course, numerous refinements were still necessary and there will no doubt continue to be minor changes.

The test arrived from the printer in good time, and the test was initiated on schedule. It screened 1759 students in 134 testing sessions during a two week period.

The Beginning:

This, of course, is just the first step in the pilot study, and an in-depth analysis is underway to assess the test's validity, reliability in consideration of the new format, and the transplant to the community college level. An additional consideration is whether correlations exist between test scores and G.P.A.'s and/or RPS test scores and other reading level measurements. But these are subjects for another paper.

Counselors Endorsement:

In conclusion, it might be noted that the Counseling Department responsible for the orientation sessions during which the tests were administered experienced a total attitudinal transformation. They anticipated the testing with skepticism, apprehension, and in some cases horror. Their view in retrospect is one of delight and amazement. Two factors appear to account for this. The first was the speed and precision of the operation. In each session the packets were distributed, the directions communicated, and the tests administered in no more than twelve minutes: five minutes for directions; seven minutes for the test itself. Each battery of up to forty tests was scored and returned in three to four minutes. The counselors barely had time to make announcements, and the tests were back.

Secondly, each counselor was supplied with a Fall Term Schedule on which was marked the minimum reading requirements (by level) for every course in the institution. These were solicited from each department chairperson and then collated into a master list.

When scores were returned to the testing rooms, those students with "0's," "1's," and "2's" were circumspectly called to the attention of the counselors who judiciously provided them with "extra" guidance.

Promising Prospects:

It seems that everyone was waiting for the grand "SNAFU," but it never materialized. This can only be regarded as a good omen. Of course, new tests will continue to be developed and reviewed as for example the newly completed Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments noted in the September 3, 1975 issue of Higher Education Daily.[8] But for the moment The Reading Progress Scale appears to be the most likely candidate for college-wide adoption here at Lansing Community College. The institution has a far better idea now than ever before of the dimensions of its first term students' reading problems, and more freshman have been counseled before registration with an eye to their reading ability than ever before.

The administration of The Reading Progress Scale may become a standard part of the entire registration process for all students, rather than just for first term freshman during pre-registration. Because of the speed and simplicity of administration and scoring, instructors are far less reluctant to include it as part of initial class sessions. All things considered, The Reading Progress Scale tells us far more in less time than we've known in the past; it promotes a general awareness of reading ability that formerly was restricted to a select few, and from this vantage point the sky is clear with no way to go but up!

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[8] Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments is a newly completed 125 page work containing specific information on thirty different tests designed for adults. It is a U.S.O.E. document edited by Dean H. Nafzinger, Northwest Regional Education Laboratory, 710 S.W. 2nd Avenue, Portland, Oregon 97204.

Reading Progress Scale Form 5 removed due to copyright restrictions

SAMPLES OF PRACTICAL MATERIALS

11

The Comprehensive Academic Program
Syllabus for Reading Improvement - 100

Sister Lucienne LeBlanc
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The Comprehensive Academic Program
Syllabus for Reading Improvement - 100
Fall Quarter

DESCRIPTION OF THE READING COURSE

Reading is a many-sided, very complex activity. It is a language process rather than a subject, a process which involves auditory as well as visual perception. The facet of language in reading is developed through the student's present level of general achievement, his performance in other areas of communication, his capacity, his background, and his desire to make use of reading in meeting many of the demands of society.

Materials and content of the course are adjusted to individual reading levels and needs of students. Several class sessions at the beginning of the quarter are devoted to diagnostic testing. The diagnostic data yielded by this testing is then used to determine the materials and activities most appropriate for each student.

Major emphasis of instruction is on word analysis, vocabulary and comprehension skills. Rate and other higher level skills are included as needed. In addition, instruction and practice concerning effective procedures for reading college textbooks is presented.

Instruction is presented utilizing a combination group and individualized instructional approach. One of the three sessions each week is a group session dealing with topics covered in the text, The Power of the Word by Evelyne Merrill, Quest: An Academic Skills Program by Ruth Cohen et al. and also some sections from The Turning Point in Reading by Doris Wilcox Gilbert, thus providing a comprehensive review of general reading skills. Following the results of diagnostics tests, students are guided to areas of work where tests have revealed a need for further instruction and practice.

TESTS AND EVALUATION PROCEDURES

1. Pre-tests administered at beginning of the quarter
   a. Iowa Silent Reading Test-Advanced Form Cm
   b. Tactics I-Diagnostic Test I

2. Teacher-made tests and informal evaluations are conducted throughout the course on an individual and group basis as needed.

3. Post-Tests administered at the end of a quarter or the final quarter to evaluate progress
   a. Iowa Silent Reading Test-Advanced Form Dm
   b. Tactics I-Diagnostic Test II
   c. Teacher-made skills examination covering textbook and other group work.
   d. Additional tests and evaluations where appropriate.

REPORTING STUDENT PROGRESS

1. Because of the individualized nature of the instruction presented in the CAP Reading Course students should be kept informed, through frequent informal student-teacher conferences of the kind of progress that he is making throughout the quarter.

2. The marking system as designated by the college will be used in reporting grades to the Registrar's Office at the end of each quarter.

3. When necessary, Report to Parents forms will be sent to inform parents if a student is in danger of failing.

TEXT SOURCES USED DURING FALL QUARTER

1. Webster's New Collegiate Dictionary. Springfield, Massachusetts: G. & C. Merriam Company, U.S.A. 1973.
2. Merrill, Evelyne S. The Power of the Word: A Reading and Language Text. Cambridge, Massachusetts. Winthrop Publishers, Inc., 1973
3. Cohen, Ruth, et al. Quest: Academic Skills Program. Atlanta: Harcourt Brace Jovanovich, Inc., 1973
4. Hart, Robert, 6-Star College Entrance Vocabulary Tester and Builder. Logan, Iowa: The Perfection Form Co., 1966

UNIT I - CLASS ORGANIZATION - READING ORIENTATION

ACTIVITY I - Beginning Class Requirements

PURPOSE - To acquaint students with class organization and the foundation of dictionary and phonetic analysis.

PROCEDURE - Use of dictionary for terms, the movie, Using the Dictionary, Tactics I Diagnostic Test I and the text, The Power of the Word

BEHAVIORAL OBJECTIVES - In order to successfully complete this activity, the students should be able to:

1. Complete a "Student Reading Experience Inventory."
2. Give evidence of his reading competence by completing the Tactics I - Diagnostic Test.
3. Work through to the best of his ability each section of the Iowa Silent Reading Test.
4. Understand that assignments are:
   a. placed in an individual notebook, and that
   b. all notebooks remain in the Reading Lab.
5. Become well-acquainted with Webster's New Collegiate Dictionary sections as well as the following terms:
   a. entry (ies)
   b. guide words
   c. parts of speech abbreviations and location
   d. pronunciation key
   e. syllabication
   f. word variants
   g. definitions
   h. remaining dictionary parts as outlined in the page of Contents.
6. See a practical application of dictionary usage in the movie, "Using the Dictionary."
7. Begin to use word recognition techniques through the explanation on pages 4 to 6 in The Power of the Word.

UNIT II - VOCABULARY DEVELOPMENT

ACTIVITY I - Dictionary work with vocabulary words.

PURPOSE - To introduce students to college level vocabulary lists and increase dictionary proficiency.

PROCEDURE - Review use of the dictionary with six words from College Entrance Vocabulary Tester and Builder. With the text, The Power of the Word, study the CVC pattern with affixes as on pages 7 to 11.

BEHAVIORAL OBJECTIVES - In order to successfully complete this activity, the student should be able to:

1. Identify the following words according to
    a. entry
    b. pronunciation and syllabication
    c. part (s) of speech
    d. inflectional forms
    e. an original sentence which exhibits a knowledge of the meaning of the word

1) alcove
alien
baffle
canter
cutlass
dally

2) anagram
demirep
document
everglade
excavate
faculty

3) alloy
alpha
armada
benign
cache
chaos

4) argosy
chalice
conundrum
delete
destitute
dilapidate

5) alchemy
aversion
bellicose
corollary
cozen
decorous

2. Show the ability to apply the Generalizations previously studied by completing Exercise 1B P.5, and Exercise 2 P.6.
3. Participate in a discussion of a new phonic concept and demonstrate knowledge of its application using pp 8-11 in the text.
4. Write the correct Consonant-Vowel-Consonant pattern with at least 70% degree of accuracy, from words dictated by the instructor using the console and headphones. Students are made aware that each word will be pronounced only once.

UNIT III - SPELLING PATTERNS AND READING EFFICIENCY

ACTIVITY I - Spelling and Phonic Patterns CVCe, CVVC and CVrC. Discussion of students' needs in other content areas.

PURPOSE - To complete the generalizations included in The Power of the Word, continue vocabulary study and help to discuss any special problems and some possible aids to solving them.

PROCEDURE - Work through pp. 21 to 36 in the text. Review the vocabulary words assigned previously and point out to students ways of helping themselves with assignments in other subjects.

BEHAVIORAL OBJECTIVES - In order to successfully complete this activity, the student should be able to:

1. Identify the six generalizations by applying the principles in the exercises to page 19.
2. To work through, with the class and individually, Generalizations 7 and 8 and complete exercises and the final test to page 36.
3. Become aware of specialized dictionaries in the library, magazines, both in the library and the CAP Counselors' office for report material needed on current topics.

UNIT IV - IMPROVING COMPREHENSION

ACTIVITY I - Topic Sentences, Context Clues and Structure Words.

PURPOSE - To give students practice in gleaning meanings of unfamiliar words from information provided in context.

PROCEDURE - Discuss "context clues" with the examples in the text. Using replacement words for "and" or "and so."

BEHAVIORAL OBJECTIVES - In order to successfully complete this activity, the student should be able to:

1. Understand the meaning of "context clue" i.e., deriving meanings of unfamiliar words from the sentence or story in which the words are found.
2. Apply such knowledge to exemplary sentences given on pp. 74-77.
3. Write their meaning of the 18 words on p. 80 without dictionary or context. After reading the article on p. 81 students correct or acquire the meanings of the p.80 word list.
4. Complete the Cloze-type exercise 14 on p.82 with at least 15 of the 22 words applicable to the story.
5. Apply common structure words within sentences, e.g., who, which, but, when however, therefore, in fact, etc.
    a. Text pp. 84-85 for practice
    b. Evaluation through Exercise 2 pp. 85-86.

UNIT IV - IMPROVING COMPREHENSION

ACTIVITY 2 - PARAGRAPH STUDY

PURPOSE - To help the student become aware of the main idea of a paragraph and secondary ideas that support it.

PROCEDURE - Through practice exercises from the text, Gilbert's The Turning Point in Reading, magazine and newspaper articles students will gain experience in recognizing main and subordinate ideas in a paragraph.

BEHAVIORAL OBJECTIVES: In order to successfully complete this activity, the student should be able to:

1. Express the main topic of a paragraph in a sentence.
    a. Review text pp. 37-47.
    b. Complete the exercises pp. 90 - 104
2. Observe the approach to the same in the text, The Turning Point in Reading by Doris Wilcox Gilbert, pp. 69-72.
3. Prepare and submit a paragraph from a newspaper or magazine article from which the main idea is culled and stated in sentence form.

UNIT V - READING EFFICIENCY USING STUDY SKILLS

ACTIVITY I - Reading to answer questions in paragraphs, chapters, textbooks and different sources.

PURPOSE - To help students establish the habit of setting a purpose for reading.

PROCEDURE - Discuss the use of a programmed text, Quest by Cohen et al. and work through the first unit.

BEHAVIORAL OBJECTIVE - In order to successfully complete this activity, the student should be able to:

1. Understand that reading for information in an efficient way requires the use of certain skills.
    a. asking questions
    b. reading to answer the questions
2. Complete various practice exercises on his own relative to paragraph reading, chapters in textbooks and various sources which relate to a similar topic.
3. Give some answers orally and complete others in his notebook.

UNIT V - READING EFFICIENCY USING STUDY SKILLS

ACTIVITY 2 - Using the study techniques of SQ3R with the SRA Laboratory IIIb.

PURPOSE - To broaden the scope and power of students' reading and to teach the reading-thinking skills necessary for increasing depth of comprehension and critical evaluation of what is read.

PROCEDURE - Students will be administered the Starting Level Guide for placement in the color Level designated by his score. Students will be introduced to Power Builders and Rate Builders.

BEHAVIORAL OBJECTIVES - In order to successfully complete this activity, the student should be able to:

1. Complete at least Power Builders and Rate Builders during this first quarter.
2. Show some skills in computing their scores and an ability to keep records of progress on especially prepared charts.
3. Indicate some growth in reading skills by a proficient approach to questions and exercises on the quarter's final examination.

S. D. BISHOP STATE JUNIOR COLLEGE
351 NORTH BROAD STREET
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The Comprehensive Academic Program
Winter Quarter Syllabus
For Reading

GENERAL OBJECTIVE

Given the opportunity, students will develop, through individual practice proficiency in the area showing the greatest need as demonstrated in the Iowa Silent Reading Test.

SPECIFIC OBJECTIVES

Given a list of Instructional Materials contained in the Reading Lab students will begin work in the specific group and area outlined in the accompanying sheets.

Given a prescribed Level in SRA Reading Lab IIIb the student will give evidence of his ability to use the SQ3R study method with at least 70% accuracy.

Given consecutive practice times of thirty days the student will exhibit an increase of reading rate with comprehension scores of 70% accuracy.

Given selective materials the student will demonstrate proficiency in using maps, charts and graphs.

The student will assist in evaluating his progress on a daily basis to determine the effectiveness of instruction and student work.

ACTIVITIES

The activities will vary according to the specific area of student need as recorded from the Iowa Silent Reading Test. The student level and area of need will determine the types of materials the student will use.

EVALUATION

Evaluation will be on a continuous process. Tests will be given on a weekly basis on instructional materials or according to student records. The student will be advised of his progress by grades and comments placed in the individual notebooks or papers kept in the student's file. Tactics in Reading I Posttest-Diagnostic Test 2 will be administered at the end of the Quarter.

OUTLINE OF PLAN FOR LABORATORY WORK

PURPOSE

The laboratory or clinic session will seek to offer individual or small group instruction to students. The lessons will focus upon specific areas of weakness apparent in the students.

PROCEDURE

Students will attend three sessions each week. Usually one of these class periods will be used for presentation and discussion of methods and application of new subject.

According to the Iowa Silent Reading Test scores each student, after confereing with the instructor and appraising his area of weakness, will be assigned to various materials to provide for practice in the area of greatest deficiency.

Individualized Prescriptive Instruction is designed for each student in a group setting, such as

Group A	4.7	to	5.9
Group B	6.0	to	7.9
Group C	8.0	to	9.6
Group D	10.2	to	11.6

The groups are arranged from the actual scores rather than any standard concept. Two students who scored 13.0 attended the Fall Quarter Reading classes For the Winter Quarter a formal Reading class was not scheduled for them. "H However, they were encouraged to enroll in another elective course. Still Comprehensive Academic Program students, they were also urged to report back to the reading mentor whenever they wished to do so.

Areas of assignments follow the Iowa Silent Reading Test:

Test 1 - Rate and Comprehension.
Test 2 - Directed Reading.
Test 3 - Poetry Comprehension.
Test 4 - Word Meaning
Test 5 - Sentence Meaning
Test 6 - Paragraph Comprehension
Test 7 - Use of Index
Selection of Key Words — Study Skills

Reading 100 - 200

UNIT I - Rate Comprehension - SRA

ACTIVITY 1 - SRA Reading Laboratory IIIb.

Purpose - To develop the study skills through the SQ3R technique as presented in the SRA Reading Lab IIIb.

Procedure - Given a prescribed level in the SRA Reading Lab IIIb the student will demonstrate his ability to use the SQ3R method with the Laboratory Power Builders and Rate Builders.

Behavioral Objectives - In order to successfully complete this activity, the student should be able to:

1. Students in Group A will complete 20 Power Builders and 20 Rate Builders.

2. Group B will complete 17 of the Power Builders and Rate Builders.

3. Group C will complete 12 Power Builders and Rate Builders.

4. Group D will complete 10 of each.

   a. Each Power Builder as well as each Rate Builder answer sheets will include time charts.

   b. All work is to be checked and recorded.

5. Change in Color Level is done when the student exhibits mastery of his present level, both student and mentor being in agreement to a need for a change.

6. Use of SQ3R in textbooks is discussed with students utilizing the SRA Student Record Book, P.21.

7. Evaluation of Power Builder work is provided in the Student Record Book: Power Builder Follow-up Number 1 and Power Builder Follow-up Number 2.

Reading 100 - 200

Unit I - Rate - Comprehension

Activity 2 - McCall-Crabbs Standard Test Lessons in Reading

Purpose - To work with short paragraphs in timed lessons with an immediate follow-up in correcting and recording corresponding grade level achievement.

Procedure - Students note time of starting and completion on record sheets for each lesson. Answers are checked immediately and the grade level recorded.

Behavioral Objectives - In order to successfully complete this activity, the student should be able to:

Group A
1. Complete 20 lessons beginning in Book C.

Group B
2. Complete 25 lessons using Books C and D. (start in Book C)

Group C
3. Complete 30 lessons in Book E.

Group D
4. Complete 35 lessons in Book E.

Reading 100 - 200

Unit I - Rate-Comprehension

Activity - 3 - Flexibility in Reading with techniques in speed reading. (May be used in conjunction with Unit I or as reinforcement in groups.)

Purpose - To give the student further practice in rate and understanding of material read.

Procedure - Students work in texts and groups assigned.

Behavioral Objectives - In order to successfully complete this activity, the student should be able to:

Group A
1. Complete the Section in Tactics B entitled "Flexibility" pages 169-185.

Group B
2. Complete 7 "Rapid Reading" exercises in College Reading by Marvin Glock.
   a. Students will check through "Contents" of the text to locate pages of the above named exercises.
   b. Students will survey Chapter one to become familiar with the sections and format.
   c. Students will note pages for comprehension checks and key booklet for checking exercises.

Group C
3. Complete Lesson 1, pp. 1-8 and lesson 7, pp. 72-78 in Witty. How To Become A Better Reader.

Group D
4. Complete pp. 1-31 in Baker. Reading Skills.
   a. All timed exercises will include beginning and ending times.
   b. All answers will be checked by the student and the scores recorded.

Reading 100 - 200

Unit II - Directed Reading

Activity 1 - Listen and Read tapes with accompanying Manual, teacher made cassette, Tactics I Kit.

Purpose - To allow for student practice in listening to and reading directions, to analyze the order of following oral and written explanations.

Procedure - Students choose tapes of special need or interest from titles in Manuel for Listen and Read, MN. Students listen and complete directives on teacher-made cassette and "Sequence" cards 26, 27, 28, 30 in Tactics I Kit.

Behavioral Objectives - In order to successfully complete this activity, the student should be able to

All Groups
1. Complete one tape of own choice with accompanying exercise in Listen and Read, MN workbook.

2. Listen to teacher-made cassette on paragraph writing and complete a written paragraphs as directed.

3. Complete Cards 26, 27, 28, 29, 30 entitled "Sequence" Tactics I Kit.

Reading 100 - 200

Unit III - Word Meaning

Activity I - Increasing Vocabulary

Purpose - To promote word recognition and understanding through specific word meaning exercises.

Procedure - Tactics/A pp. 29-52 'structure'.

Tactics/B pp. 23-40 "structure".

Reading for Meaning-Books 8 and 9. Units 1 to 3.
Better Reading in College, "Recognition of Words," Chapters 1, 2, and 3.

Spelling Improvement entire text.

Programmed Vocabulary. Chapters 1 to 20. (Brown)
How To Become a Better Reader Lesson 13 page 149.

Behavioral Objectives - In order to successfully complete this activity, the student should be able to

Group A
1. Complete the work in Tactics/A and Tactics/B in the "structure" as listed above.

Group B
2. Follow directives in Reading for Meaning, Books 8 and 9, Units 1-3 and/or,
Find the selection from the Contents in Better Reading College, "Recognition of Words," Chapters 1, 2, and 3. (Dallman)

Group C
3. Work through the entire text of Spelling Improvement by (Fergus) and/or,
Programmed Vocabulary (Brown) Chapters 1 to 20.

Group D
4. Complete the lessons in Focus on Spelling (Rodney). Chapters 1 to 5 and How To Become a Better Reader (Witty) Lesson 13 page 149.

5. Follow directions in individual exercises evaluation of work completed.

Reading 100 - 200

Unit IV - Sentence Meaning

Activity I - Listening to sentence structure as presented on tapes.

Purpose - To relate review of sentence structure with presentations on Listen and Read, MN Series.

Procedure - Listen and Read tapes MN Series

Behavioral Objectives - In order to successfully complete this activity, the student should be able to:

1. Listen to 5 of the MN tapes.
   - a. Lesson 1 - "Listening and Reading."
   - b. Lesson 5 - "Decoding simple sentences."
   - c. Lesson 6 - "Decoding Complex sentences."
   - d. Lesson 10 - "Using Signs and Signals in Reading".
   - e. Lesson 12 - "Listening and Reading Between the Lines"
2. Complete the accompanying assignments in the "Listen and Read" Workbooks.

Reading 100 - 200

Unit V - Sentence Meaning

Activity 2 - Sentence structure: the key to understanding

Purpose - To make the student aware of various forms of expression of meaning in a sentence.

Procedure - Primary concentration on Tactics I, "Sentence Meaning" Cards 31, 32, 33 33, 34. Review sentences written for Vocabulary Words during the Fall Quarter.
The Turning Point in Reading (Gilbert) pp. 2 "Sentence Reading" for evaluation.

Behavioral Objectives - In order to successfully complete this activity, the student should be able to:

1. Listen and respond appropriately to the review of sentence structure, "core" parts etc. as given on each Tactics I card for Sentence Meaning.
2. Review and revise, where necessary, sentences written for the vocabulary words from College Entrance Vocabulary: Tester and B Builder. (Fall Quarter)

3. Participate in class review and practice of the relationship of the exercises on *Tactics I* cards dealing with "Sentence Meaning" with the mechanics of sentence structure in *Practical English Handbook* used by every student.

4. Show proficiency in a "Sentence Reading" exercise: *The Turning Point in Reading* pg. 2-3.

Reading 100 - 200

Unit VI - *Paragraph Comprehension*

Activity 1 - Understanding main ideas in paragraphs and answering questions on selections read.

Purpose - To give students practice in reading with concentration so as to answer questions on material read. To present excerpts from Black authors or writings about minority groups.

Procedure - Listen and Read - MN - Lessons 7 and 8.
Selections from the Black: *College Reading Skills*

Reading Skills.

Voices from the Bottom.

Behavioral Objectives - In order to successfully complete this activity, the student should be able to:

Group A
1. Read 5 or more Selections from the Black -- Olive Book and complete the questions which follow.

Group B
2. Read 5 or more Selections from the Black -- Olive Book or Brown Book, completing assigned questions which follow each story.

Group C
3. Read 5 or more Selections from the Black -- Brown Book or Purple Book. Complete the work that follows each selection.

Group D
4. Read 5 or more accounts from Selections from the Black -- Purple Book or Voices from the Bottom. Fill in responses which follow each selection.

5. Listen to tapes in MN Series, Lessons 7, 8, 9 and complete assigned questions with each tape.

c. Making a graph from speed reading practices.

6. Notetaking sessions are an all class activity. Other work from *Quest* is individual.

Reading 100 - 200

Unit VII - Study Skills

Activity 1 - Studying Effectively

Purpose - To help students formulate a suitable study schedule and acquire basic knowledge of study techniques.

Procedure - Review SQ3R in SRA as basics for Quest pp. 32, Section 3 "Reading Chapters" and continuing throughout the text.
Incorporate "Listening Skill
"Builders" and "Listening-Notetaking Skill Builders"
from Teacher's Manual-SRA Reading Laboratory IIIb.
Listen and Read MN Lessons 18-19.

Behavioral Objectives - In order to successfully complete this activity, the student should be able to:

1. Work independently through the programmed text, Quest, checking with the mentor before beginning a new section.
2. Listen as "Listening Skill Builders" are read, checking for progress from the first lesson to the tenth.
   a. Introductory session prepares the student for need for better listening and the manner of responding.
   b. Students become aware of an increased ability in listening for details.
3. Listen to lectures in class or from campus speaker and take effective notes.
   a. From "Listening-Notetaking Skill Builders" SRA, and
   b. Quest, Unit Two, "Notetaking".
4. Listening to MN tapes 18-19
5. Practice reading maps, graphs and charts by,
   a. Making own maps of living area or from a geography text.
   b. Marking a graph of Iowa Silent Reading Test Scores

INSTRUCTIONAL MATERIALS

Workbooks

1. Baker, William D. Reading Skills. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960.
2. Braam, Leonard S. and Sheldon, William D. Developing Efficient Reading. New York: Oxford University Press, 1969.
3. Brown, James I. Programmed Vocabulary. New York: Appleton-Century-Crofts, 1969.

4. Cohen, Ruth et al. Quest: Academic Skills Program. Atlanta: Harcourt Brace Jovanovich, 1974.

5. Coleman, John H. and Jungeblug, Ann. Reading for Meaning. New York: J.P. Lippincott Company, 1962.

6. Cuomo, George. Becoming a Better Reader. New York: Holt, Rinehart and Winston, 1961.

7. Dallman, Martha and Sheridan, Alma. Better Reading in College. New York: Ronald Press Company, 1954.

8. Decker, Howard. Newspaper Workshop: Understanding Your Newspaper. New York: Globe Company, Inc., 1973.

9. Fergus, Patricia M. Spelling Improvement: A Program for Self-Instruction. New York: McGraw-Hill Company, 1973.

10. Gilbert, Doris W. Breaking the Reading Barrier. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956.

11. Gilbert, Doris W. The Turning Point in Reading. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

12. Glock, Marvin D. The Improvement of College Reading. Boston: Houghton-Mifflin Companh, 1954.

13. McCall, William A. and Crabbs. Standard Test Lessons in Reading. New York: Teachers College Press, 1961.

14. McCall, William A. and Smith, Edwin. Test Lessons in Reading Reasoning. New York: Teachers College Press, 1961.

15. Rodney and Seat. Focus on Spelling. Iowa City: Sernoll Inc., 1967.

16. Merrill, Evelyne S. The Power of the Word: A Reading and Language Text. Cambridge, Massachusetts: Winthrop Publishers, Inc., 1973.

17. Smith, Donald E. P. Learning to Learn. New York: Harcourt, Brace and World, Inc., 1961.

18. Skill Text Series. (Modern) Philadelphia, Pennsylvania: J.B. Lippincott Company, 1965.

19. Smith, Nila B. Be a Better Reader. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961.

20. Spargo, Edward, Editor. Selections from the Black: College Reading Skills. Providence, Rhode Island: Jamestown Publishers, 1970.

21. Witty, Paul. How to Become a Better Reader. Chicago: Science Research Associates, Inc., 1962.

Kits

1. Educational Developmental Laboratories. Listen and Read *MN Series. Accompanying Lesson Books.* New York, 1969.

2. Science Research Associates, Inc. *Dimensions in Reading: Manpower Kit.* Chicago, 1968.

3. Science Research Associates, Inc. *Vocabulab III.* 1968.

4. Science Research Associates, Inc. *SRA Reading Laboratory, IIIb.* Chicago, 1963.

5. Scott, Foresman and Company. *Tactics in Reading I.* Chicago, 1961.

S. D. Bishop State Junior College
351 North Broad Street
Mobile, Alabama 36603

The Comprehensive Academic Program
Spring Quarter Syllabus
for Reading

GENERAL OBJECTIVE

During the final quarter of the Comprehensive Academic Program is reading experience, students will be given opportunities to expand their present reading with a view to establishing life-time reading habits.

SPECIFIC OBJECTIVES

1. Given a background of details and difficulties in reading expository writing students will choose a book length exposition and submit on paper the results of their first survey of the book including:

   a. Title;
   b. Table of Contents;
   c. Rapid recall of pertinent information on the book or author;
   d. Main ideas from the Preface, Foreword or introduction;
   e. First chapter;
   f. Transitional passages at beginning and end of main sections;
   g. Last chapter.

   Reference: Cuomo, George. Becoming a Better Reader. Chapter V: "A Basic Reading Pattern for Exposition: Details and Difficulties," pp. 35-44.

2. Following the above study students will submit a written book report written in expository style. The review should have the format presented thus:

   a. One page, at least, in length.
   b. The following components:
      1) Introduction: title, author, publisher and date of publication,
      2) Summary: major information presented.
      3) Critical reaction: react to the book: explain how you felt about it. Opinions should contain information stated in the book.
   c. Type the paper on standard-size sheets or write neatly in ink on lined composition paper.
   d. You may not plagiarize. Use your own words. Any direct quotation must be set off by quotation marks.

3. Given clues to recognize persuasive writing students will be required to read examples showing the best known teachniques followed by responses to the questions below.

   a. What is the writer's conclusion?
   b. Are the means used to support the conclusion legitimate?
   c. Find the specific words and sentences that weaken the presentation.
   d. Are the conclusions valid? If not? Why not?
   e. In which case would you reject the conclusions, and in which would you merely withhold judgment?
   f. What parts do logic, emotion, and faith play in the writer's presentation, and in your evaluation?

   Reference: Ibid. Chapter VI· "Evaluating What YourRead: Persuasive Writing." pp. 45-58. Encourage students to bring other examples to class.

4. Given techniques for an appreciation of imaginative literature: short stories, novel, plays and poetry students will share books or other readings with fellow students orally or in written form as previously listed.

   Reference: Ibid. Chapter VII: "Reading Imaginative Literature: Short Stories, Novels, Plays, Poems," pp. 59-71.

5. Given the following list of types of examples of writing students will associate illustrative passages of each type.

   a. Discovering the central theme.
   b. Understanding action in the story.
   c. Visualizing incidents and predicting outcomes.
   d. Reading between lines.
   e. Understanding purposes and motives of the author.
   f. Recognizing mood, feeling, and tone of a story.
   g. Enjoying the author's humor.
   h. Creating mental pictures, dramatizing parts of the story, and/or drawing scenes of stories.
   i. Considering implied meanings of words.
   j. Developing attitudes conducive to evaluating, judging, synthesizing facts, and awareness of mild suspicion.
   k. Developing skill in appraising logic, words, and propaganda techniques.
   l. Developing skill in organizing ideas, outlining, library techniques, dictionary uses, and recreational reading.

m. Developing skill in organizing ideas, outlining, library techniques, dictionary uses, and recreational reading.

Beginning Bibliography

Adams, W. Royce. Developing Reading Versatility. Atlanta: Holt Rinehart and Winston, Inc., 1973.

Cuomo, George. Becoming a Better Reader. Atlanta: Holt, Rinehart and Winston, Inc., 1966.

Bamman, Henry A., Hiyama, Midori F., Prescott, Delbert L. Free to Read. Atlanta: Field Educational Publications, Inc., 1970

Gilbert, Doris Wilcox. The Turning Point in Reading. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Anthologies, "Literary Cavalcade", current magazines and other sources.

SAMPLES OF PRACTICAL MATERIALS

12

Teaching Vocabulary to the Business Student

Joan E. Hellman
Northern Illinois University

TEACHING VOCABULARY to the BUSINESS STUDENT

by Joan E. Hellman, Instructor
Communication Skills Program
Northern Illinois University
DeKalb, Illinois

Teaching a complex subject such as Business Law is largely a matter of teaching an immense body of technical vocabulary. Learning legal vocabulary is further complicated by the fact that many terms have both common and subject-specific, or technical meanings. Often the two are completely disparate and the student must change mental gears in order to utilize the technical meaning of a term.

One valuable aid to teaching and learning technical meanings is to have the student keep a chart upon which he records both common and technical meanings as he encounters terms, or as the instructor introduces them. Such a sample chart follows. The terms refer to a Business Law unit concerning consumer-creditor legal problems. Although the meanings are included here, in actual practice, the student would be asked to complete the chart of meanings for himself.

Directions: For each of the following terms, check column A if you are familiar with the term, and write a brief definition. As you study this unit, fill in the technical meaning of each term as you encounter it. In the case of two-word phrases, consider the common meaning of each word separately.

	A	B
TERM	COMMON MEANING	TECHNICAL MEANING
Garnish	Decorate a dish for the table	To take the money of a debtor, such as the debtor's salary. By law, a creditor cannot garnish more than 25% of a debtor's salary.
Class action	A catagory, group, type, kind. Something done, way of moving.	A lawsuit in which many consumers join together to protest unfair or deceptive treatment.
Surety	Certainty	A person who is liable for another person's obligation to pay a debt.

As the student will observe as he continues the chart, some words have technical meanings quite different from their common meanings. Thus, he must see them juxtaposed in order to clearly distinguish meanings. Since he adds to the list incidentally as he encounters and learns a term, the list becomes a functional picture to reinforce memory as well as a device to increase understanding.

SAMPLES OF PRACTICAL MATERIALS

13

Gather Ye Data While Ye May

Dr. Lorraine Beitler
New York City Community College

GATHER YE DATA WHILE YE MAY

Although community college faculty have been involved with doing and responding to the changing populations, they serve, we have been delinquent in establishing the credibility of our responses and activities. "No time" and "too busy doing" are the hues and cries. I, too, have felt this pressure, yet in taking time out to design a simple form which offers a profile of pertinent information which can be completed by participating students at the Center and student aides, I have at least preserved the data until the time when certain phases of my program _must_ be validated.

I offer this composite sheet as a guideline for your use. Please note that the data sheet must be tailored to include information of use to you, your students, faculty and administrators. There are several components of the data form: information across the top deals with pre-tenure information that the student utilizing the services at the Center can complete. In the list, one can record in the vertical column standardized college test results (College Guidance Placement). _Column Two_ provides space for results on in-house diagnostic reading (comprehension and vocabulary tests. Continuing left to right, _Column Three_ draws your attention to some pre-tenure information, e.g., high school performance. The final column indicates the tracking procedures and assigned placement.

With budget constraints giving impetus for jettisoning programs, I urge you to apportion a segment of time now to metigate future embarrassment.

ALLIED HEALTH LEARNING CENTER
NEW YORK CITY COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
DIVISION OF ALLIED HEALTH AND NATURAL SCIENCES

Name ____ Curriculum ____
Address ____ Soc. Sec. No. ____
Borough/State ____ Zip ____ Date of Admission ____

OTHER INFORMATION

Re-admit to NYCCC ____
Curric. Transfer ____
College Discovery ____
Year of Graduation ____

H.S. Avg. ____ H.S ____
SELF-EVALUATION OF NEEDS
Math ___ Rdg ___ Writ ___ Sci ____
Possible ESL ____ VETERAN ____
Curr. Choice from UAPC Applic ____

Alternate Format ____
Foreign Student Credentials.
H.S. ____
Post H.S. ____

GED ____
USAFI ____
NC EDUC RECORD AVAILABLE ____
AVAILABLE RECORD INCONCLUSIVE ____

Graduation: ____
Withdraw: ____
Follow-up Occupation: Date ____ Position ____

TEST RESULTS

C.G.P.

General Reading Skills
SCORE ____
Spec Area Skills/Voc
RESULT ____

(Objective) Sentences
SCORE ____
Writing Sample
RESULT ____

Mathematics
Arithmetic
SCORE ____
Applied Arithmetic
SCORE ____
Algebra
SCORE ____

Science
Gen. Science Skills
SCORE ____
Spec. Area Skills
a. Math ____
b. Science ____

C G P Spec. Skills
Year 2000 ____
Mosaic Comp ____
Letter Groups ____

NOTES

DIAGNOSTIC

	Score	%
Comprehension		
Main Idea		
Factual Info.		
Vocab. in Context		
Inference/ Conclusion		
Vocabulary		
General		
Technical		
Math		

RECORD EVALUATION

	Credits	Grade
English		
Social Sciences		

Primary Sequence of Mathematics Courses
Acad ___ Gen'l ___ Voc ___ Business ____
Elem Alg ____
Geometry ____
I.A. ___ Trig ____
11 Yr. Math ____
Other ____
OVERALL EVALUATION (1) (2) (3)

Primary Sequence of Science Courses
Gen'l Sci. ____
Biology ____
Chemistry ____
Physics ____
Other (e.g.Spec Voc Shop) ____
OVERALL EVALUATION (1) (2) (3).

COLLEGE PERFORMANCE

Courses	Grade

PLACEMENT REQUIREMENTS

Developmental Reading-DR010
Required ____

Developmental Writing-DW100
Required ____

Developmental Math
DM 050 ____ DM 060 ____
Regular Math Sequence
MA 175 ____
MA 185 ____
MA 191 ____

Developmental Science
DS 010 ____ DS 020 ____
Required ____

AHLC ACTIVITIES

1. AH 020
2. Peer Assistance
3. Study Group
4. Modular Instruct
5. Certification Seminars

Prof. L. Beitler

CERTIFICATION: YR ____

STATUS: ____

SAMPLES OF PRACTICAL MATERIALS

14

Inservice Diffusion of Reading Into Technical Areas

Mary Louise Glen
Karen Miller
University of Toledo Community and Technical College

THE UNIVERSITY OF TOLEDO
COMMUNITY AND TECHNICAL COLLEGE

Inservice Diffusion of Reading Into Technical Areas

Mary Louise Glen	Karen Miller
Professor in	Assistant Professor in
General Education	General Education
Social Studies Department	Director Reading Improvement Center

Few reading programs are evaluated in terms of outcome, that is success of the students who take the course vs. those who don't. Enrollment in developmental courses is extremely high, however, studies do not show that students having taken a reading improvement course at the community college level experience an improvement in grade point average nor does it prevent their dropping out.

The low ability, high risk students who enter the community college drop out at alarming rates, with some schools reporting as high as 75%! Kurzman reports that 59% of the community college open admission students and 52% of the regular admissions drop out as compared to 51% of the open admission and 30% regular admissions (in baccalaureate college.)

Harris and Parsons describe the community college student body attending over 800 institutions in the United States. Over half of the students, whose median age is 27, work full time and are part time students. Forty percent of them are women who often are the head of a family. Twenty percent of the students are from minority groups. The community college serves a high proportion of low income students. Many have known failure which in many cases has shattered their self image, leaving them without much motivation. The students are commuters who are bound up in their own worlds filled with numerous emotional problems and brushes with the law.

Assumptive teaching, a phrase coined by Herber, will increase the failures of the typical community college student. Content course teachers have assumed that they have no responsibility to help their students read and study the chosen text. The reading teacher has assumed that the students make a transfer of the skills taught in the reading center and apply them to content courses. Apparently nothing is further from the truth.

A growing number of the faculty at our Community and Technical College believe that it is individual teachers who will improve reading skills and grade point averages not the reading center. But lacking knowledge of how to teach reading and writing skills, the services of the reading center are frequently being requested by individual instructors.

Common Skills

Content area courses usually require the students to read one or more textbooks accompanied by outside readings. A paper or term project is often assigned. Seventy five percent of students' grades is based on their ability to read materials in the field. Many instructors expect the college student to use the text for self study, a main objective of college education. However in most cases, textbooks used by college freshmen are many grade levels above their actual reading level. It is not always possible for an instructor to choose an alternative text because of the quality or expertise of a particular writer in an area. However, there are alternatives which instructors can use to enhance students' learning.

Students should be encouraged by their instructors to "high lite" the main ideas in their texts. However, because of their general lack of ability to separate main ideas from details, the reading center has encouraged technical area teachers to point them out.

Note taking can be an asset to learning a new subject, but many students find it difficult to separate key ideas from the instructor's experiences. An idea the center likes to suggest is to have the student divide his note paper into two columns, one column for main ideas, the other for experiences or examples. The instructor stresses what the point of the example is for those who don't get the point themselves.

Often students are instructed to write a summary of an experiment or to summarize an article. What's that? The reading center has done some inservice work with instructors on how to teach students to summarize. In one area, Public Service Technology, a form used by several instructors has been developed.

The typical college student can anticipate meeting fifty to sixty new words per week. Our atypical college student may meet twice that many. Some students understand the spoken word, but don't recognize the terms in print, so the center encouraged instructors to produce words visually. Such words as puberty, inhibit, mores and bureaucracy give students trouble in print but they understand them when used orally.

Public Service Technology

Public Service Technology attracts many students who have great difficulty with reading. Because of their background and environment, the motivation to enter this field may be intrinsic or it may be an attempt to avoid curriculum that requires difficult reading which will only lead to frustration and failure. To accommodate these students with a vast array of differences, the instructor must offer a variety of learning opportunities including some that exclude reading.

Success in this field does not appear to be wholly dependent on a person's reading vocabulary but rather on their verbal skills, attitudes and pschomotor abilities. The reading center has worked with several instructors helping them to develop course objectives that deemphasize reading and emphasize the building of verbal vocabulary and visual comprehension. For example, the instructor gives the students six words peculiar to public service. In a group discussion, the students must use the words in the proper manner. Role playing, dramatization and interviewing are ways to increase verbal abilities and for students to demonstrate competencies. The students can view tapes to work on visual comprehension. Non reading examinations can be given by using slides which depict the concepts of the course. Verbal answers are a check of the students' cognitive knowledge. Situations can be shown which demand understanding and the ability to apply low level cognitive knowledge.

The traditional lecture and textbook approach is often an inappropriate and noneffective method for teaching nontraditional college students. Instructional alternatives need to be suggested to instructors and help given by the reading center to implement other techniques that may prove more effective.

The perception of the students in this field must be developed by their instructors. On the job, they will often be asked to interview clients, then write up what they see and hear. Too, they may be required to keep an informal log so instructors should emphasize writing skills over reading.

Business Technology

All students in this program must take at least one course in economics, some must take two. Many approach the "dismal course" with great anxiety and dread. The reading counselor can alert the teacher to this negative attitude and its affect on achievement.

Economic books cannot be read in the old familiar way of reading "it" once and straight through without stopping. In economics, the student will find more information per sentence, per page than in an English or social studies textbook.

Words that economic teachers assume the students know cause trouble. The instructor often speaks of the "vertical" and "horizontal" lines of a graph. Do low achievers understand those words? How about direct and inverse relationships?

Difficult new technical terms crowd the pages which like a new language must be learned. Easy, familiar words appear with unexpected new meanings. The everyday word "utility" becomes technical - with a precise meaning. Utility doesn't mean useful in this field rather it is a measure of expression of an individual consumer's tastes and preferences.

A successful technique for learning vocabulary is the flash card method, putting the term or concept on one side, the meaning on the other. Another way is to have the student set aside a section of his notebook as a glossary.

The divided page is handy for some students. One column is titled "Key Term" and the larger column "Meaning". The dividing line makes it possible to conceal the meaning completely as the student checks his understanding of the term later.

When an instructor gives an assignment, he should advise the students to pre-read the material. Using a moderate speed in general, students should do a once over lightly to take the chill off the reading. Then they are ready for a close intensive reading of the assignment with a high liter in hand. Fifty percent of the time the students will "read standing still." That is they will read then stop to ask, "Do I understand?" or "Can I give an example?"

Students must learn to attend to the diagrams and figures whenever these are present. Economic books, especially, have numerous diagrams and figures. These require a markedly different kind of reading. The eyes may go backward and forward many times -- suddenly drop down below the line -- make vertical sweeps, even describe arcs and cut diagonals.

As they read the textbook, the students will find constant reference to figures: "in the figure you see," "as shown on the right below," "in figure 8-1". The students must read the textual explanation with special care. When referred to the diagram, they must shift their eyes and thoughts to the diagram. When lines, angles and points are mentioned in the explanation, students must be able to locate on the diagram the letters and numbers that designate these.

Being aware of the difficulty of reading graphs, the instructor might have the students trace certain features with colored pencils. If they use different colors to trace overlapping triangles, each separate triangle will stand out distinctly.

If students merely look at a book as they study economics, their reading will be passive with their thoughts "worlds away." They should think on paper -- a powerful device for comprehension, concentration, and retention. Being active with a pencil has a "no-doze" effect! It is also a way to check comprehension after studying a chart or graph; students should then cover the explanation and write a summary of the main ideas. They are surprised sometimes that they can't do it after one reading.

Students need not leaf through countless pages looking for a meaning or a topic. They have it right at their fingertips in the alphabetical index of their textbook. Yet many students are unaware of its value as a time saver. It takes only a few minutes to mention it, but packs a wallop coming from their technical instructor.

Engineering Technology

The field of engineering technology differs from other subject areas in several ways--ways that need to be called to the attention of that faculty, again, not in a "mass" inservice meeting, but on a one-to-one basis. The engineering field is concerned with great amounts of detailed facts and procedures and not so much with global ideas.

Two primary concerns have been expressed by engineering instructors: 1) the approaches which can be used effectively in helping the poor reader to "read" a highly technical book and 2) the actual readability level of selected tests. Let's take a look at the first concern, that of aiding students to read a heavy-on-details textbook. The reading center has found that because many engineering technology teachers rely almost exclusively on the cognitive domain and frequently at the lower levels of cognition, a valuable place to train students to begin reading is at the end of the textbook chapter, rather than the beginning. Answering the questions following each chapter become of paramount importance; they provide not only guidance but great motivation. From there the students read the summary and finally returns to the chapter beginning. This is, of course, an adaption of Robinson's SQ3R approach, but differs in that students do not have to question the text themselves. It is done for them by either the text or perhaps an energetic teacher's study guide.

A difficult text used by college students in metallurgy led the center to suggest this technique. The writing pattern of the author is unusual in that he begins with many industrial examples, using technical terminology, and does not normally define the term until the last sentence of the paragraph. Students are told by their instructor to begin with the questions at the back of the chapter to help identify details which are more important than others. The instructor also directs his students to begin with the last sentence in the paragraph and work backwards through the passage.

Another thing that was discovered in examining the questions at the end of general engineering textbooks is that they frequently numbered as many as forty, but were always in random order, not according to topics nor in the order in which they were treated in the chapter. Teachers are now helping students group the questions by topic before they read. This enables the teacher to emphasize particular topics of their own choosing and suggest omission of others.

How did this detailed examination of a particular text begin? It began simply by students' quests for help in the reading lab. When several students seek help in using the same text, quiet "follow-up" took palce with the instructor involved. The reading counselor asked the instructor for a copy of the text in order to help students. This led to numerous discussions and eventually to a request for readability, which is the second major area where reading counselors can be very helpful to engineering faculty. Once one readability is done, the requests will start coming in, slowly at first, but continually. Engineers are enthrolled at the idea of a graph or statistical formula to help determine the readability of a text. For that reason, besides the logical reasons of validity, readability and ease of computation, the center usually recommends either the Fry graph or the Dale-Chall formula. The first text should be done by the reading teacher. It takes time, but from that will come the opportunity to explain the results. More often than not, when teachers request a second readability, they will also ask how to do it.

Health Technology

The field of health technology is similar in many respects to the field of engineering technology. Great attention is paid to details, and the vocabulary load is heavy. It differs in other respects, however. While the cognitive domain is important, more emphasis is normally placed on the affective domain and behavior modification than typical business or engineering programs. This emphasis on the affective domain or on higher level cognition skills of analysis and synthesis lends itself to more creativity in helping students "read" their assigned materials.

Students should be "pre-taught" or directed to essential vocabulary terminology. The teacher should refer them to a word list at the ends of the chapters, or give them a prepared word list. Pointing out how students can identify words within the exposition of the text itself (italics, bold-face print or definition type context clues) is a big help.

But there are more creative ways with greater positive reinforcement which instructors can be encouraged to use by the reading consultant. The college's medical assisting and nursing faculty has found the terminology is retained for longer periods of time if organized around particular body "systems" and presented visually or auditorily. Slide/tapes are available commercially or can be developed by the teachers themselves. Since pronunciation is often difficult, the language master is a valuable tool in aiding the student to learn difficult terminology. Blank cards can be purchased, written or drawn upon, then recorded by the instructor so pronunciation is precise. For longer-lasting cards, it is a good idea to laminate them. Another possibility is to laminate cards first, and use a grease pencil which can be erased and used again for another word. It is also worthwhile to use a few cards for general phonic patterns, to remind students that pronunciation is quite consistent.

The health technology instructors should be encouraged by the reading teacher to use other visual aids for the medical technology student. These might include charts, bulletin boards, and extensive use of study guides, especially those which call for the students to label diagrams.

Reading graphs also are of primary importance to the medical fields. Instructors must be careful to teach students the difference between reading facts by determining the coordinates of the vertical and horizontal variables and inferring information from the facts. The reading instructor must be willing to demonstrate reading techniques in the medical classroom, in the reading lab or wherever the arena might be.

Conclusion

There are some skills common to any technical area but each field has unique problems. They need to be dealt with by the instructor with the help of the reading counselor. Several overriding concerns seem to have evidenced themselves during the last six years since the reading center has been working with faculty members, to improve reading in the technical content areas.

1. Technical teachers need to develop an awareness of the population group they face each day in the classroom. Our typical student differs considerably from their baccalaureate counterparts.
2. Proper book selection by the instructor is essential, with readability an important factor to be considered.
3. Technical teachers need to demonstrate how to read the text they have asked their students to read. Many of the teachers will need help from the reading consultant before they are capable of doing this.
4. Teachers need to be supported in their efforts to write "incredibly easy reading" tests or to give tests via other mediums.
5. Instructors must teach students how to write summaries and papers; traditional assignments are fine if accompanied by guidance, hopefully in the form of a written aid.
6. Pre-teaching of vocabulary is essential. The reading consultant can offer concrete suggestions in this area bringing forth creativity from the technical teacher.

The previous suggestions made in this paper are not new. Perhaps you have read them before. But let us emphasize one major point which may be new to you, or if not new, will be comforting to know that others also have found it to be true: THE BIG INSERVICE, RELEASED TIME EFFORTS TO AID FACULTY IN READING IN THE TECHNICAL CONTENT AREAS IS NOT PRACTICAL, NOR DOES IT NORMALLY PRODUCE LASTING RESULTS.

Instead, we suggest quiet, UNOBTRUSIVE EFFORTS. A one-by-one informal, inservice meeting which takes time but leads to positive results. We call it inservice diffusion -- that's right -- DIFFUSION!

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SAMPLE PRACTICAL MATERIALS

15

A Homespun Look At The Integrated Learning Laboratory

and

Household Tips On Management

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A HOMESPUN LOOK AT THE INTEGRATED LEARNING LABORATORY
AND
HOUSEHOLD TIPS ON MANAGEMENT

When you get right down to it, any learning laboratory is only as good as its management system. The heart or "nerve center" of the laboratory lies in a point of control and its ability to maintain statistics for accountability, retrieve information for instant dissemination to students and administrators, alike, and generally keep the order.

Over the past several years technology has provided amazing computerized devices that boggle the mind, impress the uninitiated, and stagger the budget. When they are operative, they can be wonderful adjuncts to any efficient program, but when they are "down," they consume valuable space and elicit ulcerous concern over how soon and how dependably they will once again perform.

No one contests the value of such marvels, but sanity dictates that their number remain minimal. The laboratory that really functions efficiently seems to be the one that is fairly *light* on the wonders of science and *heavy* on the simple devices of homespun ingenuity.

I have had the good fortune to visit laboratories far and wide and borrow ideas that might be adapted to the home operation from hither and yon. Although the aim of total efficiency is as elusive as the spectre of the *ideal* reading program, or the butterfly of youth, there's something noble about the quest, the *constant* quest. No doubt I am prejudiced, but in terms of serving the needs, both immediate and projected long range, of the institution and the staff, and providing an individualized environment for a variety of experiences directed toward students' academic growth, be it ever so frenzied, there's no place like home.

The laboratory here is alive, it is reasonably healthy, and lives in the heart of Michigan. The laboratory of which I speak is the integrated Communication Department Laboratory at Lansing Community College. Much has been said and written about laboratory integration, but this one is a case of an operational example. It was the product of evolution rather than architectural whim, and it was designed with meticulous love and care by those who have elected to spend their lives in the space and not those briefly passing through.

Volumes could be written...but I digress. My intent here is to enumerate a few examples of simple solutions to the never ending management problems of an integrated laboratory.

Perhaps there are those who define "integrated laboratory" in a manner different from my own. To me an integrated laboratory is one in which classrooms, instructor offices, study areas, group discussion centers, private tutor stations, seclusive instructional viewing and testing rooms, and instructional program access are so arranged as to compose a highly effective interrelated academic complex. The complex which provides my frame of reference includes the laboratory itself and immediate access to five classrooms (group assembly areas). Placed within the laboratory are ten tutor conference stations, seventeen individualized audio-slide stations, eight testing carrels, sixteen study carrels, thirteen work surfaces for using specialized reading equipment, six 48" round small group tables, and one fifteen foot conference table. Also it provides ten constantly accessible four drawer instructional module storage cabinets, a Check-Out Counter that is attended at all times to provide every manner of program, score tests, answer questions, respond to telephone inquiries, collate printed materials, keep records, tabulate data, provide statistical analysis, and much more.

The peripheral area of this totally carpeted complex provides six full time staff offices and office areas for a Laboratory Systems Manager and Secretary, both full time. In addition, there is a diagnostic testing room, a reading resource room, and a journalism copy and layout room that houses ten acoustical carrels, an IBM Selectric typewriter in each, and a copy layout table.

The above mentioned areas cooperatively serve as a home base for a variety of courses and support services. The courses directly associated with the area include Basic Composition, Basic Reading, Speed Reading, Speech, Journalism, Critical Reading, How Reading is Taught in the Elementary Grades, and English as a Second Language. In addition, the laboratory provides services for the Foreign Language Courses and the Freshman Composition Sequence. It furnishes space for a professional faculty library (Departmental), maintains the Clinical Reading Program, and conducts all manner of testing and referral services. The reading program alone includes a director, two reading specialists, one clinician, and one reading psychologist--all full-time. There are, in addition, two reading tutors, both half-time, three student aides (twenty hours a week) and ten part-time reading instructors.

While I did not intend to cover quite so much background, it seems necessary to include this, if the problems that have periodically plagued us are to be understood in context.

The first dilemma has to do with that old familiar face, "accountability." While it is a fairly simple operation to urge the tutors to keep a log recording information on each tutorial session, its duration (this incidentally has led to the installation of a clock in each tutor conference station) and subject, it is somewhat more complicated to keep track of every student who frequents the laboratory. Somewhere along the way data processing entered the picture, and an elaborate system involving card racks, time (punch) clock, and computer printouts appeared on the scene. In the final analysis, it was just too cumbersome.

Apart from the hostility of some students to "punch in" when entering the laboratory, the logistics problems were staggering. Card generation alone was enough to make a weightlifter weep. It was always at least three weeks or four into the ten week term before the cards made their first appearance. The time clock would jam up, especially when a student inserted the blue instead of the pink end. If the electricity were interrupted over the night or somehow the plug was accidentally dislodged, even the time clock could not be held accountable for its inaccuracy. Then there were the printouts themselves that usually arrived too tardily to be useful and contributed significantly to the recent paper shortage. All things considered, the system begged for refinement.

As a rule, I have found that the best procedures are the simplest. Experience tells me that the first time around, everything strives to be much too comprehensive. Perhaps it's the compulsion to satisfy all needs and conditions in one neat package that turns out not to be so neat after all. This has been the case the first time around with our laboratory courses and the specific instructional modules, as well. The Orientation module for Composition 101, for example, began as a bound volume that could be placed on chairs used by parents to raise small children to the height of the dinner table thus eliminating the high chair. The module is now just a few pages. It is less impressive, perhaps, but also less frighteningly imposing, and after all, its intent is to turn students on not put them off.

So, there we were with an unwieldly tally system. It almost reached the point that none would have been better than the one we had. But that was not the answer either. There we were with too much information often suspiciously inaccurate and too late to serve an immediate purpose. The first clue to the solution came from the volume of statistics bombarding us. No, we didn't need that much. All we really needed to know was how many students were using the Check-Out facility each day, and what area of study prompted the transaction.

At one time we had tried a primitive counting system at the Check-Out Counter, but that required pencil, paper, and making marks. Keeping track of these components during a rush period was the downfall of this plan.

When I was a kid, I spent a lot of time in a museum of science, and I remember talking to a guard who was in part responsible for keeping track of how many visitors came through the revolving doors at the entrance. He always had clutched in his hand a little push button counter. I have since seen these in the hands of runners on the indoor jogging track. It's easy to lose count of the times you pass the starting point when it takes twenty-two revolutions to reach a mile.

I investigated. The local sports emporium carried the Aristo (made in Japan) table model counter #1001 for $8.50. We ordered five before the price went up. When they arrived, they were mounted in a row (three screws to each base) on a walnut finished plank 18" X 4". Rubber protectors were put on the bottom of the board to avoid scratching surfaces, and a plastic tape label was secured in front of each of the five counters to designate the area of study it represented.

Now for each transaction at the Check-out Counter the aide on duty pushes the appropriate counter. At the end of the day the last aide on duty records the totals for the day on a form fastened to a clipboard (pencil attached) mounted on the wall and turns each counter back to "0". (Any aide apprehended removing the pencil is invited to spend the rest of the week with the Marquis de Sade.) At the end of each term this transaction record is included as part of the total report. Although just supposition, I think the aides get a kick out of pushing the counter buttons. It seems to be more professional than making a mark with an inconstant pencil, anyway.

Expansion of facilities into uncharted territory also brings challenges. When the remodeling was in sight, just down the road, I submitted a request for dimmer switches in the reading classroom and the adjacent "media" room. The response was not overwhelmingly positive, nor was it completely negative, either. There were protests: "Too costly to put in a reostat; can't do it with flourescent tubes; etc." Well, as it turned out, persistence won the day. The smaller room did get a dimmer switch to control two newly installed incandescent fixtures in those ceiling panels that did not conceal flourescent tubes. In the larger room, however, a compromise was reached. No dimmer, BUT the flourescent tubes were put on two circuits so that there was light control to the extent that only two ceiling panels would be illuminated with one, and the rest of the room with the other. Projection equipment used under these conditions of light control is much easier to handle, believe me.

Recently, the good fortune of a state grant brought in funds to implement a career journalism program. This, of course, required typing facilities. The final order included ten typing carrels with noise deadening qualities and ten IBM Selectric Typewriters. For security reasons the typewriters were bolted to the surface of the carrels. The carrels are ample in size but not commodious. Because the machines were secured in the dead center (an aesthetic decision, I suspect) of the carrels, there is no place to put the copy that the student attempts to retype. Of course, there is a shelf on each carrel, but this is approximately at eye level and anything on top of it is too high to type from without the use of a neck brace.

We investigated all manner of typing stands and pedestals, all costly and too large for the limited space. Then, like a ray out of the Shadowscope, a solution appeared. The inspiration came from a local gift shop selling magnets (in the shape of vegetables) and used for affixing messages to metal kitchen appliances. The shelf of each carrel is, indeed, metal, and two inexpensive disc magnets ($2.00 for a dozen) will securely hold as many as six pages (and probably more) to the shelf at eye level. These one inch magnets are readily available from the local school supply repository -- they seem to be voguish in science classes.

As long as we are looking to housewares as a source of creativity, let us not overlook the handy, plastic utility carrier that is often on sale for between $1.00 and $2.00 per unit. This is a multi-purpose item, and this two trough portable convenience with the divider and handle in the middle is found in the home usually overloaded with cleaning supplies, garden paraphernalia, do-it-yourself fixit tools, paint and craft supplies and the like. Such a versatile carry-all is a natural for transporting instructional module components to the study carrel. A student has a hard enough time carting books and sundries without the extra burden of earphones, slide trays, cassette tapes and study guides. Everything can be conveniently slipped into the carry-all and taken to the place of use.

Well, I suppose this could go on interminably with a further barrage of minor discoveries about numbering filing cabinets to avoid confusion, laminating signs so that times and dates can be marked in on top of the shiny surface and easily changed when a new schedule is effected, and placing a hotel desk bell on the Check-Out Counter so that a student can make his presence known if an aide is circulating in the laboratory.

Problems come in many shapes and sizes in the integrated laboratory. It's to be expected with volume of use. I guess that's the name of the game. You distribute bookmarks advertising the program. The students come and with them more questions needing answers.

Question: "How can I time my reading at home? I can't afford a stop-watch, and my wristwatch doesn't have a second hand?"
Answer: "Call the telephone operator, the one who does nothing all day but give the time. Call once before you start, once when you finish, and subtract ten seconds for the call. Not an insuperable barrier at all."

The best mode of attack with laboratory problems is to first write down the question. There's something about putting it there in black and white that permanentizes it and records it in the subconscious. Then, when you least expect it, the solution appears.

Did I say write it down? That presupposes the presence of a pencil. A pencil at the Check-Out Counter? Ha! How do you guarantee a pencil at the Check-Out Counter? We've tried everything including chains! That just may be the one problem for which there is NO SOLUTION.

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